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ABSTRACT

This text is the second in a series of advanced career education materials which, with an elementary segment, form a career education curriculum for elementary-secondary migrant students. Complementing texts on careers and roles and on work exploration and work experience, the text uses activities, poems, and cartoons to focus on self-awareness and decision making. The text begins with exercises that lead high school students toward self-awareness and values clarification. Next, the book focuses on four work readiness skills (appropriate dress, promptness and reliability, helpfulness, and job performance) and on completing forms for job applications, work permits, and social security cards. The text also discusses readily available job information resources, explains 15 career clusters, and discusses writing letters of inquiry for job information. Next, the book contains exercises designed to help students organize and present facts about themselves, using fact sheets, job applications, resumes, skills checklists, and letters of application. The text covers learning about the working world through the use of help wanted and position wanted ads, telephone calls, and apprenticeships, and discusses job interview techniques such as being positive, answering questions, being prepared, and practicing. A section on career advancement and job changes concludes the text. (SB)

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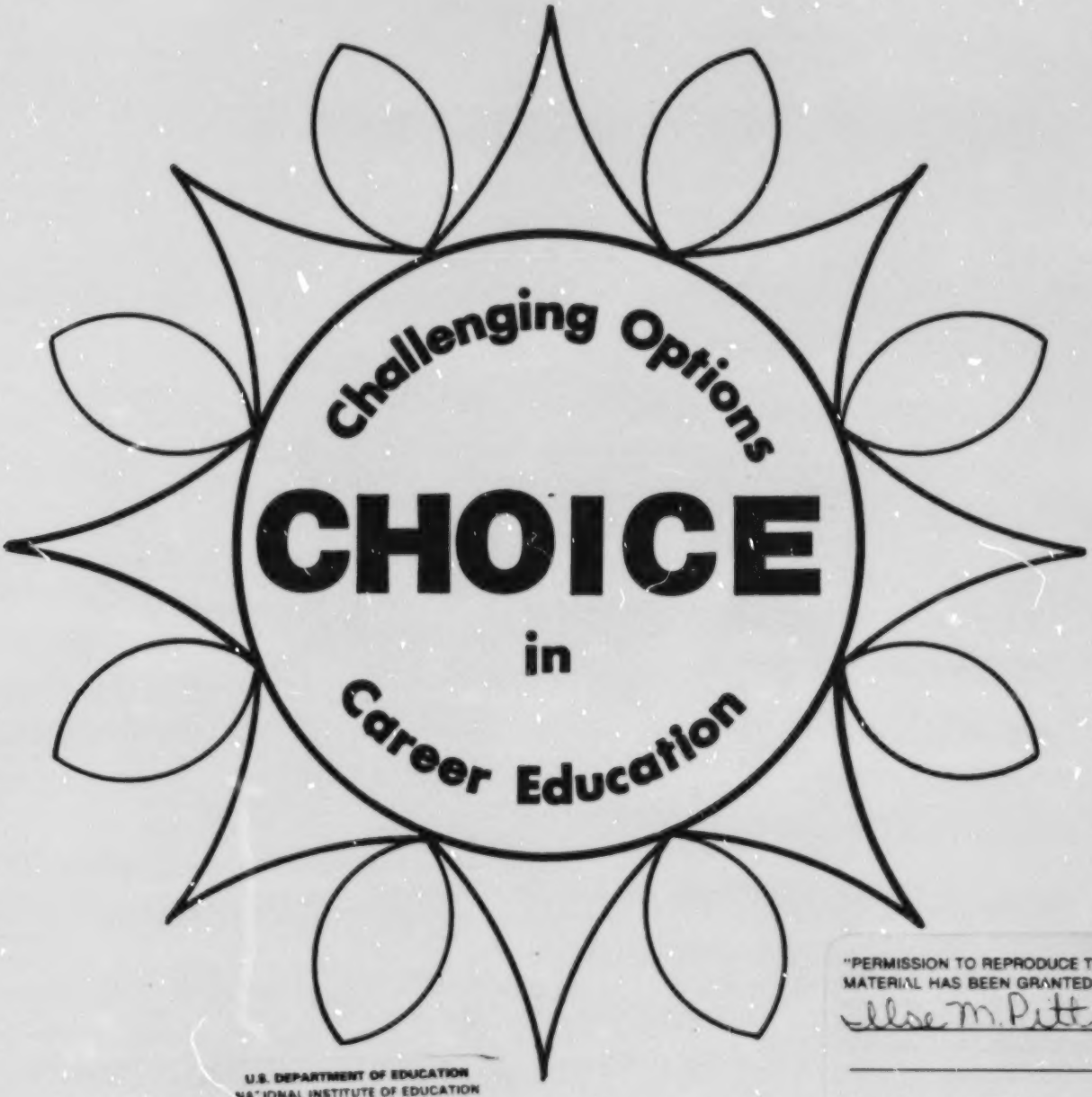
CAREER NOTES

Explore and Practice Personal Career Growth Skills



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CHOICE curriculum materials were developed at Mid-Hudson Migrant Education Center and jointly funded through Career Education Incentive Act, CETA, and Chapter 1, Section 143 in cooperation with Ulster County BOCES, Putnam/Northern Westchester BOCES, and Mid-Hudson Migrant Education Center, New Paltz, New York.

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CHOICE materials are available at cost through Auxiliary Campus Enterprises, care of CHOICE, P.O. Box 250, New Paltz, New York 12561.

Training and consultant services available.
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CHOICE development began in 1979 as a result of a study indicating that, whereas migrant children and middle class youth had similar career aspirations in the early grades, the career information, self awareness and decision making skills available to migrant children in the later primary school years were severely limited. Although the development and overall design of the curriculum was done with migrant youth in mind, use of the curriculum has been by migrant and non-migrant youth. Funding for the development and production of the materials has come from a variety of sources including CETA, the Career Incentive Act, and Migrant Section 143. There would appear to be an overall need for the type of information CHOICE provides on the part of both migrant and non-migrant youth. Therefore at present the intended audience would be all of our school age youth (including high school dropouts).

The CHOICE curriculum is built on the three strands of career education: (1) self awareness, (2) job and role information, and (3) decision-making/goal attaining and is designed on two levels. (The materials have been successfully used, however, in the upper primary and lower secondary in a non-absolute fashion crossing over the indicated level boundaries.)

The first level, Basic CHOICE, is for students in grades K through 6. Each unit, B1-B7, includes: (1) a pre- post-test, (2) a consumable student log, (3) a teacher log, and (4) a set of a minimum of 20 activity folders.

The pre- post-tests for B1-B4 are in picture format for the student with an accompanying teacher administration guide which indicates the exact wording for each question. The tests for B5-B7 are in a written format with an accompanying teacher administration guide which indicates directions and the exact wording for each question should the teacher decide to read the questions to the students. Answer keys for all tests are available and included with the basic set of CHOICE materials.

The consumable student log and accompanying teacher log contain the Job and Role information for each unit. Each unit, B1-B7, contains information from two of the U.S. Department of Labor defined career clusters. Each log covers at least five occupations of careers from each of the two clusters. The student log contains worksheets related to language arts skills using career related information. Worker stories in B1-B4 are found in the teacher logs and designed to be read to the students. Worker stories in B5-B7 are contained in both the student and teacher logs. The teacher logs contain all the student log pages in addition to the stories, for B1-B4, and additional suggested activities and career related vocabulary, for B5-B7. All the teacher logs contain suggested answers to the student exercises, but it is emphasized that any logical student answer is to be accepted.

The activity folders on each level are divided into three sets, one for each of the career education strands: (1) self awareness, (2) job and role information, and (3) decision-making/goal

attaining. Each set of folders contains activities, stories, poems, and game-type activities all designed to help the student learn about career education and himself or herself.

The Advanced level of CHOICE materials consists of three texts. Again the organizational and developmental format was based on the three strands of career education and the 15 career clusters.

The first of the three texts is OCCUPATIONAL RESOURCES. This is the job and role information text. It contains 60 selections, four from each of the 15 career clusters, written in story, cartoon, interview, fact sheet, and poetry format. Each selection contains information on the tasks, skills, training and tools necessary to the career or occupation as well as the reading and mathematical requirements for the job. Selection of the careers covered was based on two factors. One, both entry level and advanced training level jobs were chosen within each cluster. Two, actual practicants of the job or occupation were interviewed as to their tasks, skills, training and tools. After the selections were written these same people were asked to review the stories for accuracy. OCCUPATIONAL RESOURCES has been rewritten on both the third and fifth grade reading levels as well as in the original high school reading level. The information and technical vocabulary has been maintained in the third and fifth grade reading levels but other parts of the stories, cartoons and interviews have been adapted to make reading easier.

The second text of the Advanced materials is CAREER NOTES. This volume contains the self awareness and decision-making/goal attaining information. It is designed to be used in individual sections depending on the need of the student. Again various formats have been used, including poetry, cartoon, and game activities to provide interest for the students. The sections included in CAREER NOTES are described in the Overview booklet.

The third text of the Advanced materials is MISSION INFORMATION. MISSION INFORMATION is a manual designed to accompany work exploration and experience programs. There are three sections; they are designed to be used independently of each other. The first is on interviewing a worker to obtain information about his/her job or career. The second is a "shadowing" guide to lead students through a worker shadow experience. The third section is a guide to a work experience program. Each section leads the student and teacher step by step through a discovery process. The student learns where and how to acquire information and how to organize his/her self knowledge and job knowledge in order to make effective decisions.

All of the Advanced materials are presently available in Spanish as well as in English. The Basic materials are in the process of being prepared in Spanish. The Spanish editions are NOT direct translations of the English, rather we have tried to produce a parallel version which makes sense in Spanish.

INSTRUCTORS' GUIDE

We designed the workbook so that students can be given a few pages at a time--preferably only as much as they can successfully complete in one instructional session. We suggest that, wherever practical, students promptly return completed pages to the instructor. When students finish the course of instruction, they should be given the entire, completed workbook in a loose-leaf binder.

We hope that using our workbook according to students' and instructors' needs will motivate students and promote growth in career education skills.

Curriculum Staff

Connie Gans
M. Dolores Majosy
Pat Hoppe
Elisa Ross

CAREER NOTES TABLE OF CONTENTS

**PRE- AND POSTTEST CODE	TESTING TIME	CAREER NOTES UNIT TITLE	SUGGESTED GRADE LEVELS	STUDENTS WILL...	NUMBER OF CLASS SESSIONS
CMI, Form B-1	40 minutes	(K) Know Yourself Chapter 1	7-9	Explore and write about personal characteristics.	1
		(V) Values Chapter 2	7-9	Relate personal values to career goals.	1
Payes, I-A	10 minutes	(WK) Work Readiness Skills Chapter 3	7-11	Review appropriate dress, attendance, punctuality, getting along with others in varied work environments.	1
Social Security Application and Working Permit (included in Career Notes text)	10 minutes	(F) First Applications Chapter 4	8-9	Fill out applications for social security card and working papers.	1
CDI, Scale B	10 minutes	(U) Use Resources Chapter 5	8-10	Make use of reading materials, people, personal experiences to help reach goals.	1
CDI, Scale A	10 minutes	(C) Career Clusters Chapter 6	8-11	Learn about the 15 career clusters.	1
		(W) Write Away Chapter 7	9-11	Write letters requesting career related information.	1
PT-F	15 minutes	(O) Organize And Present The Facts About YOU Chapter 8	10-12	Make a record of personal facts, fill out job applications, write a resumé and cover letter of introduction.	4

**PRE- AND POSTTEST CODE	TESTING TIME	CAREER NOTES UNIT TITLE	SUGGESTED GRADE LEVELS	STUDENTS WILL...	NUMBER OF CLASS SESSIONS
CDI, Scale C	10 minutes	(L) Learn About Yourself Chapter 9	10-12	Take aptitude test and record findings.	1
Payes, II-B	10 minutes	(WW) Know About The Working World Chapter 10	10-12	Learn where to look for jobs (emphasis on employment agencies, newspaper want ads).	2
CDI, Scale A	10 minutes	(A) Apprenticeship Chapter 11	10-12	Read about apprenticeship, and write for more information.	1
PT-I	10 minutes	(I) Job Interviews Chapter 12	11-12	Prepare by reading about interview protocol and by practicing with a script.	3
NM-CD	20 minutes	(CA) Career Advancement Chapter 13	11-12	Review work readiness skills and learn career advancement skills and attitudes.	1
		(J) Job Changes Chapter 14	11-12	Read information preparing them for successful job changes.	1

EXPLANATION OF PRE- AND POSTTEST CODES

CDI — Career Development Inventory: Basic School Form
Teachers College, Columbia University

Scale A ("Career Planning")
Scale B ("Where To Get Career Information")
Scale C ("What to Consider And Do")

CMI — Career Maturity Inventory
c1978 CTB/McGraw Hill

Counseling Form B-1 ("Attitude Scale")

NM-CD — New Mexico Career Development Test
c1973 Monitor

Payes — Program For Assessing Youth Employment Skills
c1979 ETS

Payes 1-A ("Job Holding Skills")
Payes 11-B ("Job-Seeking Skills")

PT — Project Transition
Broome-Delaware-Tioga BOCES

PT-F (Job applications, resumes, cover letters)
PT-I (Job interview skills)

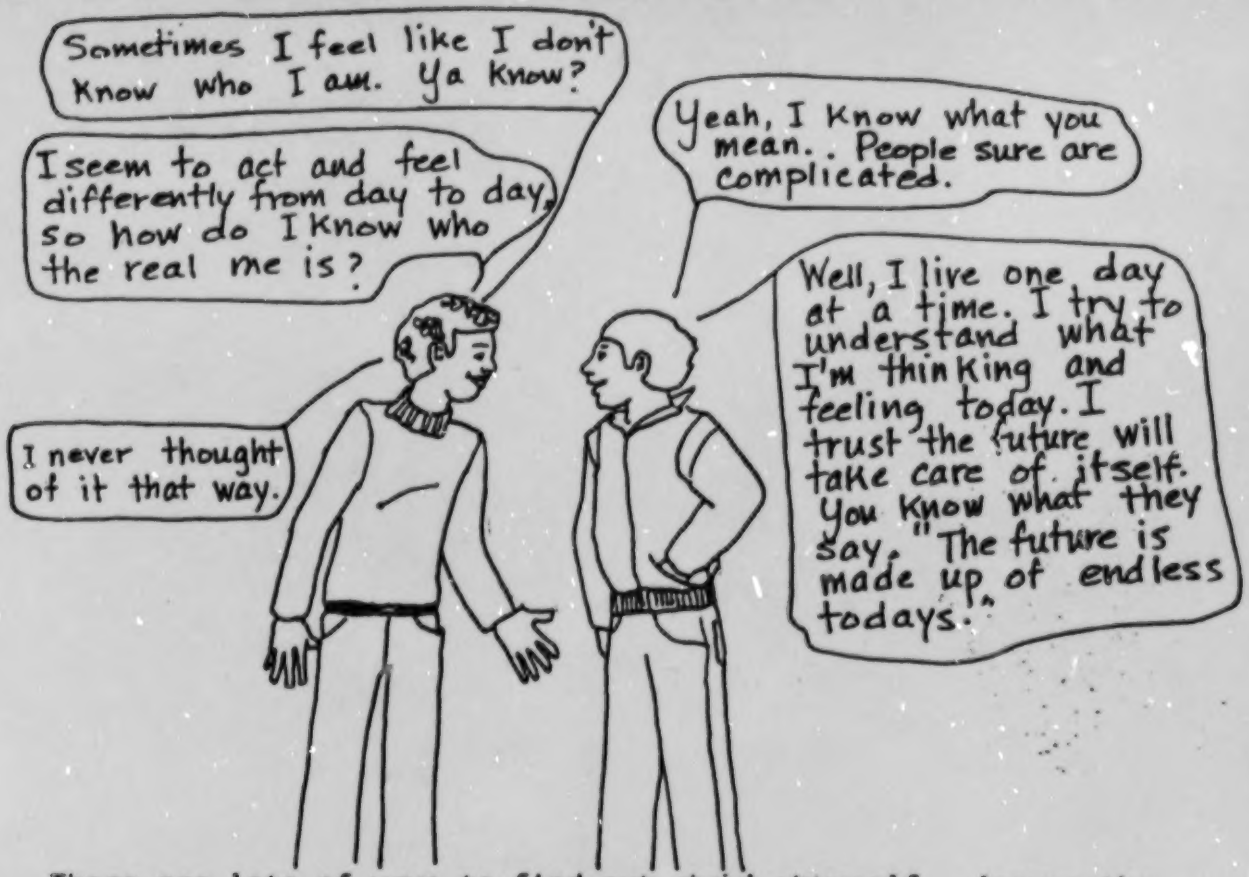
EXPLANATION OF PRE- AND POSTTEST CODES

CDI	Career Development Inventory: Basic School Form Teachers College, Columbia University Scale A ("Career Planning") Scale B ("Where to Get Career Information") Scale C ("What to Consider and Do")
CMI	Career Maturity Inventory c1978 CTB/McGraw Hill Counseling Form B-1 ("Attitude Scale")
NM-CD	New Mexico Career Development Test c1973 Monitor
Payes	Program for Assessing Youth Employment Skills c1979 ETS Payes 1-A ("Job-Holding Skills") Payes 11-B ("Job-Seeking Skills")
PT	Project Transition Broome-Delaware-Tioga BOCES PT-F (job applications, resumes, cover letters) PT-I (job interview skills)

KNOW YOURSELF

KNOWING YOURSELF can help you decide what kind of person you want to be, and what sort of life you want to live.

KNOWING YOURSELF gives you more control over your life, because it's much easier to GET WHAT YOU WANT when you KNOW WHAT YOU WANT.


Sometimes I feel like I don't know who I am. Ya know?
I seem to act and feel differently from day to day, so how do I know who the real me is?
I never thought of it that way.
Yeah, I know what you mean.. People sure are complicated.
Well, I live one day at a time. I try to understand what I'm thinking and feeling today. I trust the future will take care of itself. You know what they say, "The future is made up of endless todays."

There are lots of ways to find out about yourself. Answer the questions below. One year, or even one week from now, your answers may change. But your answers will give you a clue as to who you are right now. And that's what's important.

1. One thing I really like about myself is _____

   _____

2. The qualities I look for in a friend are _____

   _____

3. The things that make me dislike a person are _____

   _____

4. The thing that bothers me most in this world is _____

   _____

5. One place I would love to live is _____

   because _____

6. The thing I'd most like to accomplish in life is _____

   _____

   because _____

YOUR PHYSICAL AND MENTAL QUALITIES MAKE YOU THE PERSON YOU ARE.

Your PHYSICAL qualities include everything you see when you look in the mirror. The color and texture of your skin, hair, and eyes are physical qualities. So are your height, weight, and shape. Your physical qualities include your health too. IT'S YOUR BODY!

Your MENTAL qualities include your feelings, thoughts, ideas, your likes and dislikes, your beliefs, your memories, your enthusiasm. IT'S YOUR MIND!

YOUR PHYSICAL AND MENTAL QUALITIES HELP YOU REACH YOUR GOALS.

Liston wants to get really good at playing soccer. He's a fast runner with quick reflexes, and he's very responsible when it comes to things like being on time. He'll never miss a practice if he can help it. These physical and mental qualities will help him get what he wants.

WHAT DO <u>YOU</u> WANT?

HOW WILL YOUR PHYSICAL AND MENTAL QUALITIES HELP YOU REACH YOUR GOALS?

Use the spaces below to name two of your goals (things you'd like to have or to accomplish). Then, describe how some of your physical and mental qualities will help you reach those goals.

GOAL: _____

PHYSICAL QUALITIES: _____

MENTAL QUALITIES: _____

GOAL: _____

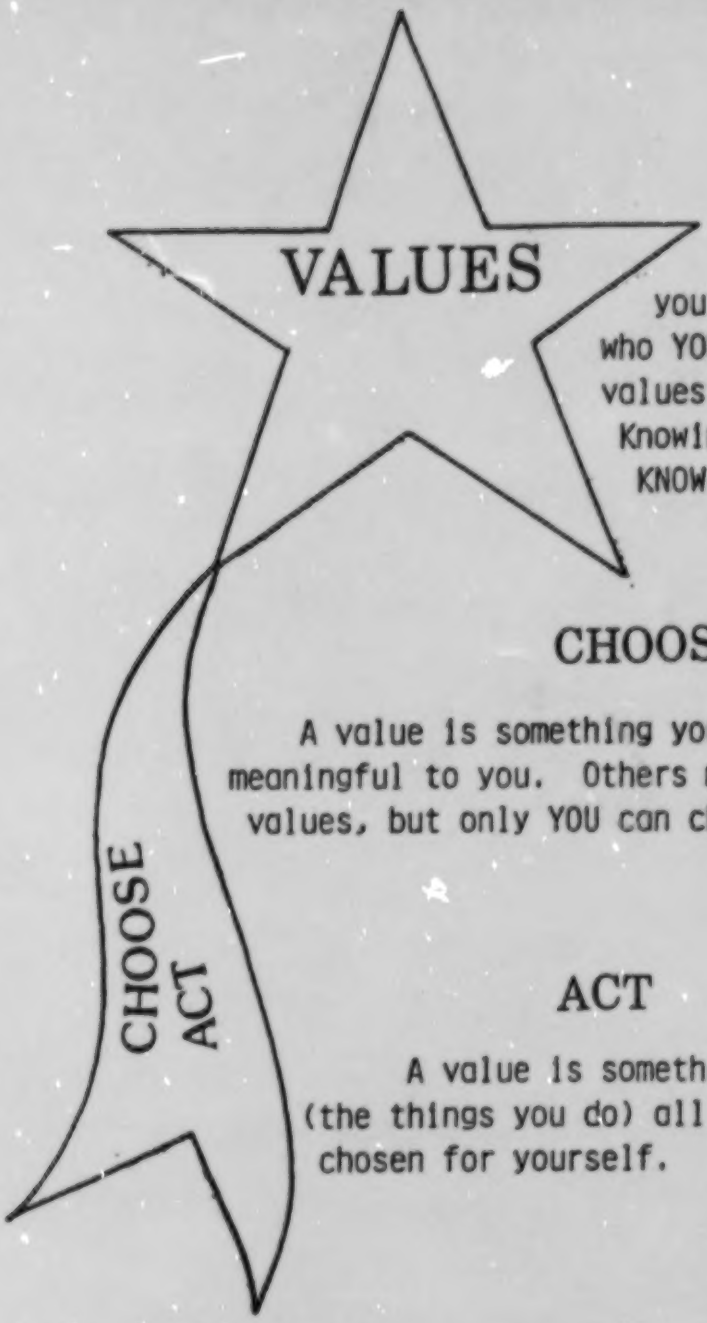
PHYSICAL QUALITIES: _____

MENTAL QUALITIES: _____

Pen Pal

Writing is a good way to make your ideas and thoughts clearer to you. Now that you've thought about some of the things that are important to you, use this page to write a letter describing yourself to someone who's never met you. Include some of your physical and mental qualities in your description, and mention one of the things you'd like to accomplish soon.

The Things You Believe In...



VALUES

Your values are the things you believe in. They reflect who YOU really are. Knowing your values can help you make decisions. Knowing your values can help you KNOW YOURSELF.

CHOOSE

A value is something you choose because it is meaningful to you. Others may try to influence your values, but only YOU can choose.

ACT

A value is something you act on. Your actions (the things you do) all reflect the values you have chosen for yourself.

The CHOICES you make (including the friends you choose) and the ACTIONS you take reflect your values and show who YOU really are.

Read the cartoons on the next two pages carefully.
Then, answer the questions which follow.

CHOOSE

PETE'S CHOICE

In my home, every family member
Played clarinet, regardless of gender.
Regardless of age, or size, or shape.
We played clarinet each evening at eight.

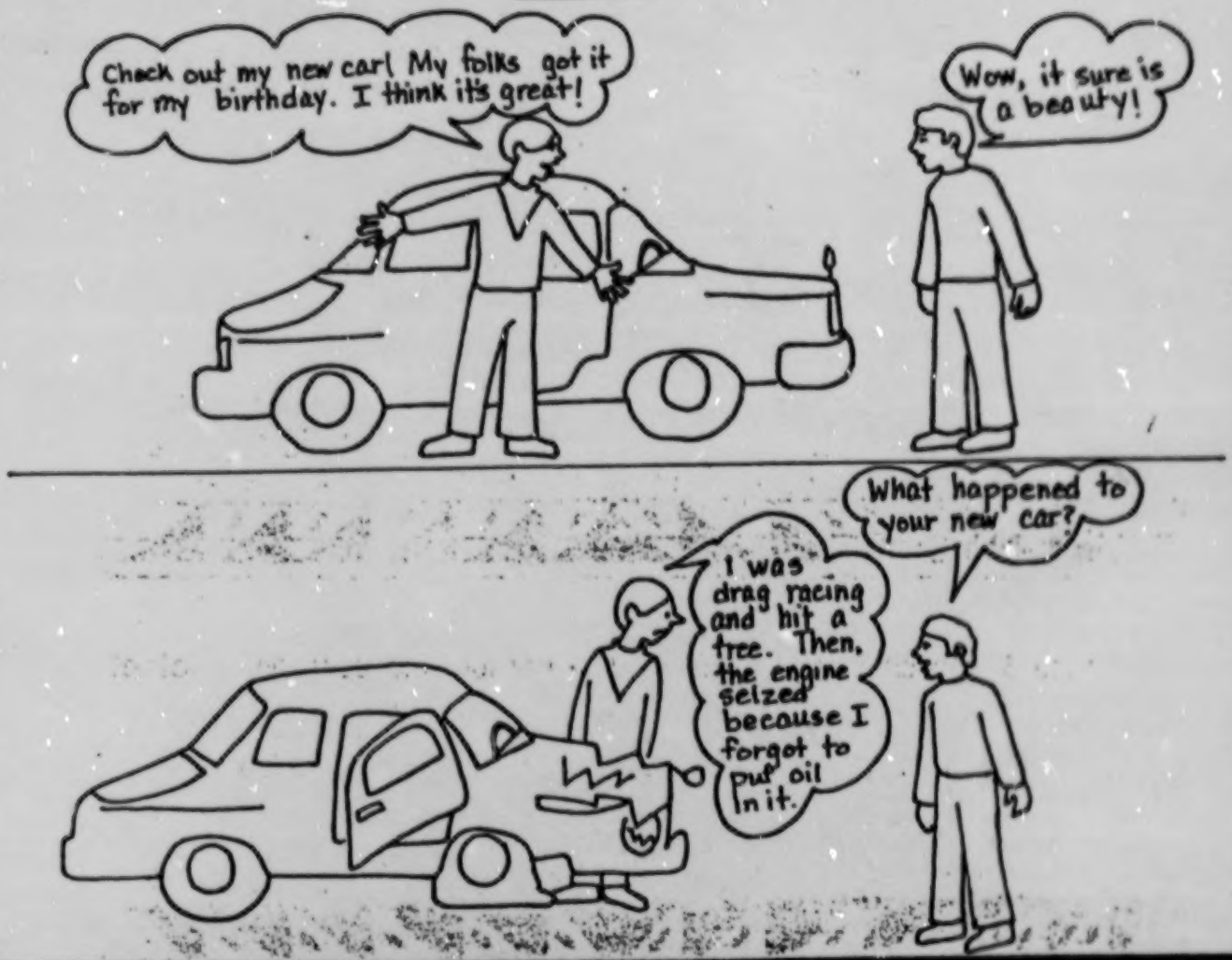
I've played clarinet since I was a tot.
Like I said, we sure did play a lot.
But since I was young, and didn't make
The rounds,
I wasn't aware that there were different
Sounds.

Then I heard a band that wasn't my folks,
And said to myself, "This group really smokes!"
There was a bass and a piano, and even a fiddle.
"I could do that," I thought with a giggle.

Well, I went backstage and looked at that fiddle.
They let me touch it, tune it, make music a little.
I saved to get one of my very own,
But I was almost afraid to bring it home.

My family said, "That foreign thing!"
"You've no right." "It's no good." "Might as well sing!"
But they're used to me now,
I play alone and with others.
I'm even teaching my sisters and brothers.

Andy's Auto

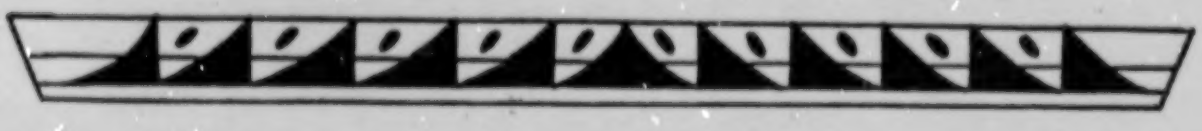

Check out my new car! My folks got it for my birthday. I think it's great!
Wow, it sure is a beauty!
What happened to your new car?
I was drag racing and hit a tree. Then, the engine seized because I forgot to put oil in it.

Steve's Stereo

I value saving my money until I can afford something I really want.
Have you ever saved enough money to buy something?
Sure. I saved my money for six months and bought a stereo last week.

Cartoon Questions

In "Pete's Choice" (page V-3), because of Pete's values, he chose to do something that was not expected of him. Describe a situation where YOU chose to do something that was not expected of you.



On page 3, which cartoon is about a person who acts on a value?

What is the value?

If Andy had really valued his car, what would he have done differently?

ASK YOURSELF

Read the list below carefully. Then check the things which YOU value. You can add another one of your values at the bottom of the list.

	1. Doing things alone.
	2. Doing things with others.
	3. Thinking carefully before acting.
	4. Doing things on the spur of the moment.
	5. Finishing things you start.
	6. Being honest.
	7. Being treated with respect.
	8. Doing things indoors.
	9. Doing things outdoors.
	10. Taking charge of things.
	11. Deciding things for yourself.
	12. Following directions.
	13. Expressing yourself.
	14. Helping other people.
	15. Meeting new people.
	16. Learning new things.
	17. Getting really good at something.
	18. Being creative.
	19. Getting lots of exercise.
	20. _____

Think about the things you checked. What do they say about you? Did you learn anything about yourself?

CHECKLIST CHOICE

Look over the items on the checklist on page V-6. From that list, state the four values which are most important to you in the spaces below.

1. _____
2. _____
3. _____
4. _____

ACTING ON YOUR VALUES

Now, write down two of the values you listed, and describe how you could act on each value. If you've already acted on these values, describe how you did this.

Example: VALUE: Getting really good at something

ACTION: For the past six months, I've been practicing guitar for one hour each day.

VALUE: _____

ACTION: _____

_____

VALUE: _____

ACTION: _____

_____

PHYLLIS AND JOHN PUT VALUES INTO ACTION AT WORK

The poems below are about people who put their values into action through the work they do. Below each rhyme, list two values of each character.

I love my job writing stories and poems.
I'm a free-lance writer, so I do my work at home.
I make my own hours; I'm independent, you see.
Thinking up characters, plots, and moods, my imagination's free.
Imagination and language are the tools of my trade;
Time flies as the words I choose fill up each page.
I send my writing to magazines.
Sometimes I get paid plenty; other times I live on beans.
There's not much security in the free-lance field,
But creative satisfaction is the greatest yield.

Phyllis' values are: _____

and _____

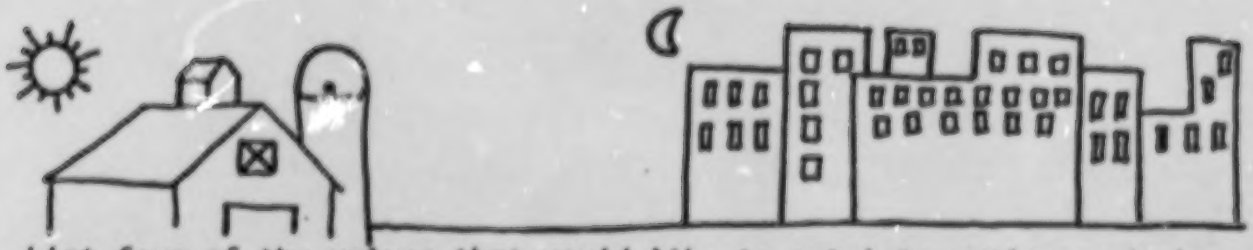
I'm happy being around young folks, while helping people too.
As a high school guidance counselor, this is what I do...
I help students see solutions to their problems,
And I help them recognize their strengths.
If someone needs a friend during troubled times,
To be of assistance, I'll go to great lengths.
I work with teachers too, to invent programs
Which help students see things in new ways.
I use kindness and my imagination
To prepare students for future days.

John

John's values are: _____

and _____

Meaningful Work



List four of the values that you'd like to put into action each day.

1. _____
2. _____
3. _____
4. _____

Now, describe an occupation (job) at which you could put all four of these values into action. Use your imagination. You may have to "invent" an occupation.

Job title: _____

Job location: _____

Hours: _____

Pay/Salary: _____

What you do on the job: _____

_____

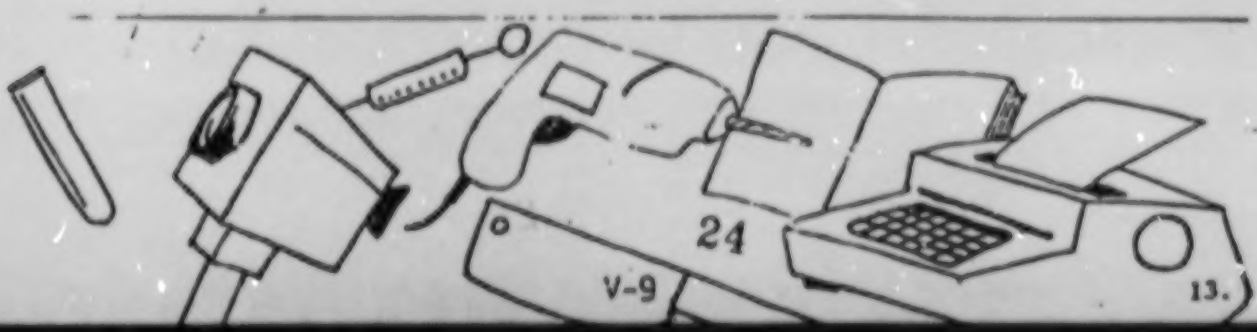
_____

_____

_____

_____

_____



How About These?

1. Think of the work tasks you do at home and at school.
   Name one of the tasks that helps you put a value of yours into action.

   TASK:_____ VALUE:_____

2. Think of the things you enjoy doing in your spare time.
   Name one, and then name the value it helps you to act on.

   ACTIVITY:_____ VALUE:_____

3. How would you feel if you got a job where you had to do things which conflicted with your values?

_____

For Discussion

Faye values being outdoors, getting lots of exercise, and learning photography skills. She wants to buy a good camera and darkroom equipment, which is very expensive.

A neighbor offered Faye $2.50 an hour to cut wood and clear brush on a farm after school. Then, Mr. Gleason at the library offered her $4.00 an hour to do typing and filing in an office.

Which job do you think Faye will choose?_____

Which job would <u>you</u> choose?_____

Why?_____

Helping people and taking care of animals are very important to Jason. He walks dogs for some handicapped neighbors each day after school. He doesn't get paid for it, but it's satisfying work.

Last week, he was offered a job as a dishwasher at a restaurant. He doesn't need the money desperately, but he thinks it would be nice to have some extra cash. If he takes the job, he won't have time to walk dogs for anyone.

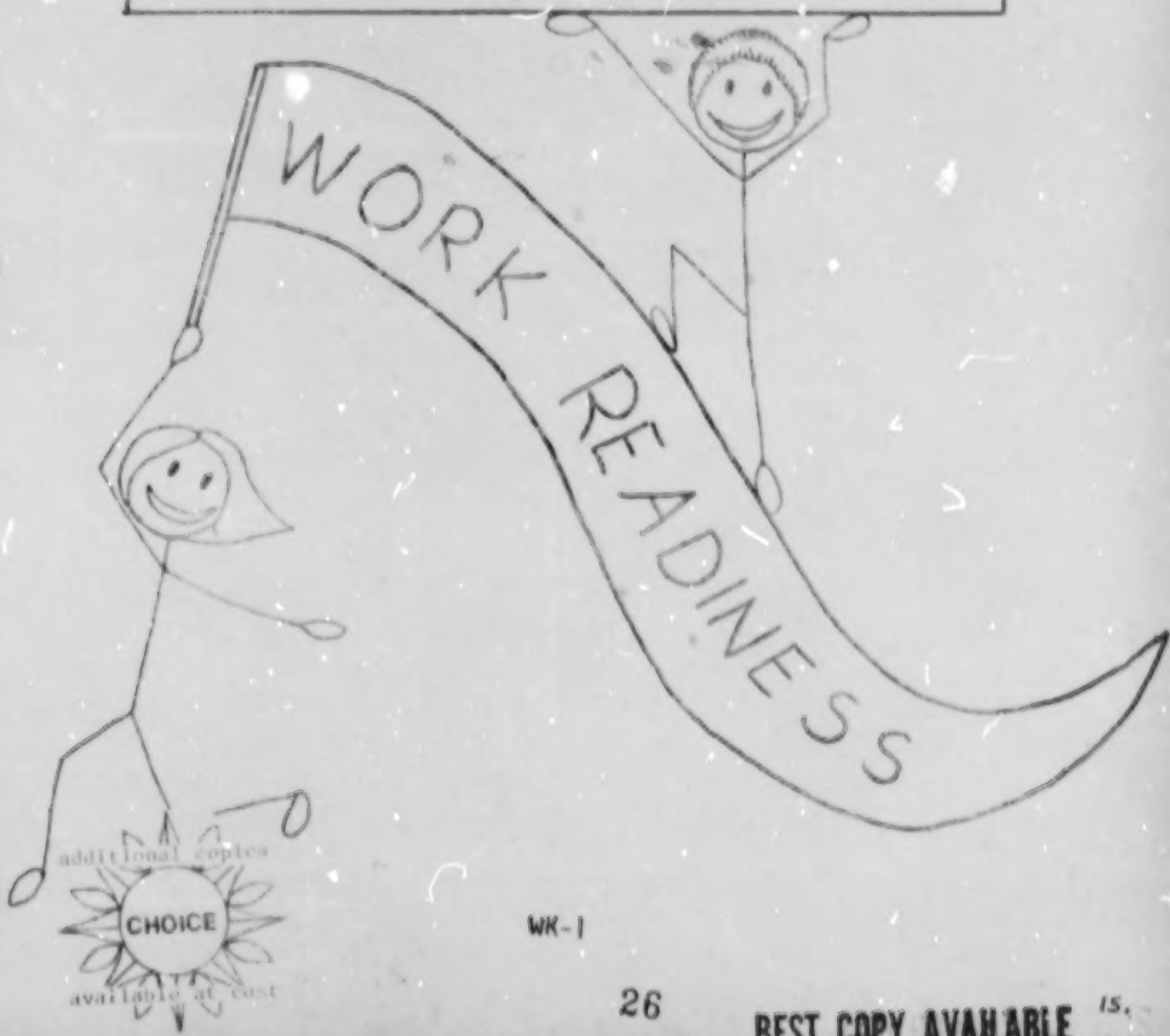
What do you think Jason will choose to do?_____

What would <u>you</u> do?_____

Why?_____

WORK READINESS SKILLS are just common sense, and they will be very helpful to you at school, in social situations, and when you want to advance in your career. WORK READINESS SKILLS should be practiced before going to work ANYWHERE for ANYONE. They include

dressing appropriately for the job,
being prompt and reliable,
getting along with and being helpful to others,
doing your best at every work task.



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WK-1

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DIRECTIONS

1) Check out the rhymes, which tell how it SHOULD be.

2) Then, check out the cartoons. Most show people who are NOT work-ready.

3) Describe how YOU would act in each situation.

HOW WORK-READY ARE YOU?

Dressing for the Job

Don't dress up; don't dress down.
Dress like everyone else around.

He's not ready ! →

Explain: _____

_____

_____

How would you dress in his place?

_____

_____

_____

Are you work-ready? _____

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Attendance

If you know that you'll be sick or late,
Call them now; don't hesitate.
Let them know as soon as you can.
Give them time to revise the plan.

He's not ready!

Explain: _____

_____

_____

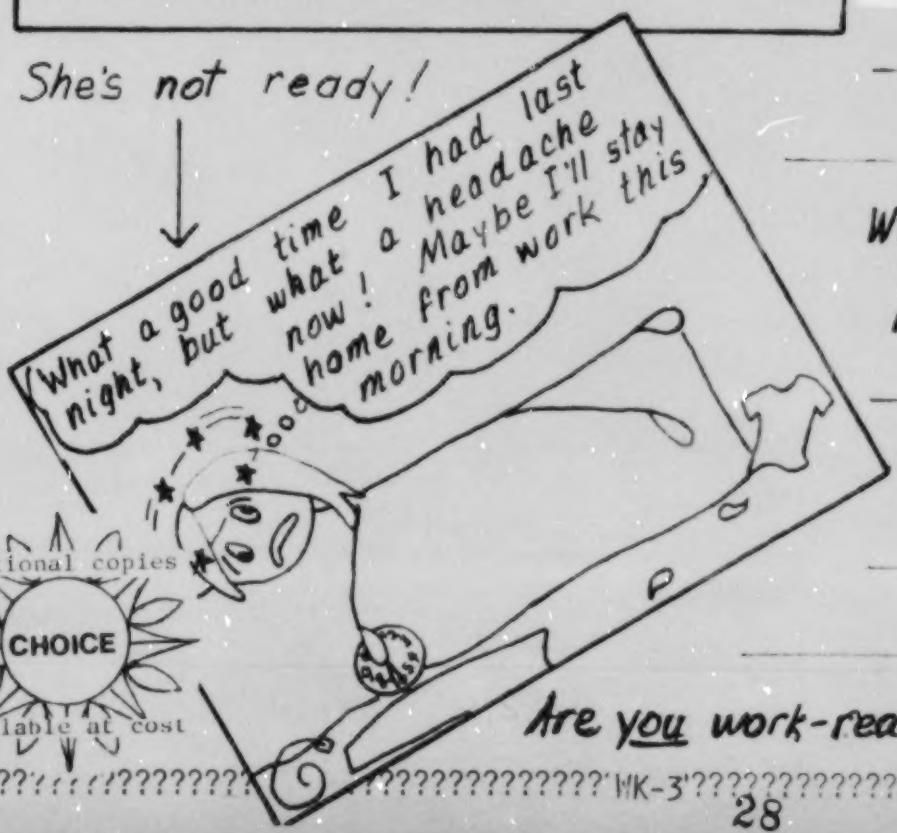
What would you do in his place? _____

_____

Are you work-ready? _____

On Sunday night, don't party late.
Go to work; it's an important date.

She's not ready!



Explain:

_____

_____

What would you do in her place?

_____

_____

_____

_____

_____

Are you work-ready? _____

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Attendance

Don't leave **work early; arrive on time.**
You agreed to these hours when you
Signed on the line.
A deal's a deal.

Shirley's friend is not ready! →

Explain: _____

_____

What would you do if you were Shirley's friend? _____

Are you work-ready? _____

Appreciate your daily breaks.
But get back on time,
For goodness sakes.

← *They're not ready!*

Explain: _____

_____

_____

What would you do in their places? _____

_____

Are you work-ready? _____

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Don't take it for granted
When someone helps you.
Saying "thanks"
Is the thing to do.

Getting Along with Others

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Don't
neglect
your tasks,
but lend a hand
To a worker who needs
help, whenever you can.

She's not ready! →

Explain: _____

_____

_____

He's not ready!

Explain: _____

_____

What would you say in her place? _____

_____

_____

What would you do in his place? _____

_____

Are you work-ready? _____

_____

_____

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Getting Along with Others

Let your co-workers **set the tone.**
Listen **to their lingo,**
And make **it your** own.
Four **letter words** may be out of **place,**
And your boss may not like
Being called **"buddy"** to his **face.**

She's not ready!

Explain _____

_____

_____

What would you say in her place? _____

_____

_____

_____

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Are you work-ready? _____

WK-6

Work Habits

At any job, it's very smart
To gather the facts
Before you start.
When you don't know
What you're supposed to do,
Look it up, or
Have it explained to you.

I left the repair instructions at the office, but I don't feel like going all the way back. I'll just fiddle around with this till it works again.

He's not ready!

Explain: _____

_____

_____

What would you do in his place? _____

_____

_____

Are you work-ready? _____

IN SUMMARY:

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Work Habits

The quality of your work says more about you
Than where you work, or what you do.
Good workers always stand out in a crowd,
And a job well done will make you feel proud.

I typed this report carefully. Will you proofread for me? I want to be sure there are no mistakes in it.
Sure.
ANY job worth doing is worth doing WELL.

They're ready!

Explain: _____

_____

What would you do in their place? _____

_____

_____ Are you work-ready? _____

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FIRST APPLICATIONS

Filling out forms and applications becomes important as you get further along in life. Whether you're going for a job, getting a driver's license, applying to a school, or even getting married, forms and applications are a must! They can help you get what you want.

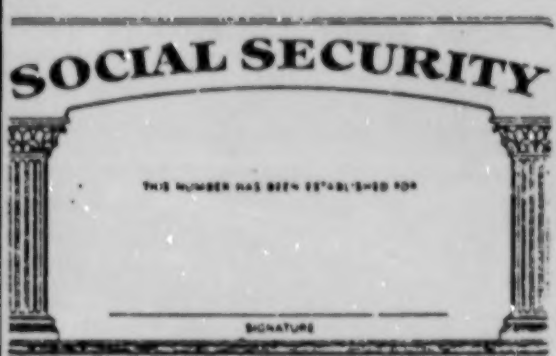
So...it's important for you to know how to fill them out. Often, a job application will be the first contact you'll have with an employer. So make a good first impression by filling out forms and applications neatly and correctly.

On the following pages, you'll see some forms you'll be needing. Look them over, follow the directions, and practice.

BEFORE YOU CAN ACCEPT A JOB

You must get a Social Security number before you get a paying job. Social Security is a kind of insurance all working Americans pay for. When workers get paid, employers take a certain amount of money out of their salaries. This money is sent to the government. Then when workers retire, or if they're disabled and can't work, they get Social Security checks monthly.

THIS IS A SOCIAL SECURITY CARD



Contact any social security office immediately if you:

- ▶ lose your card—to get a duplicate card.
- ▶ change your name—to get a card in your new name.
- ▶ are unable to work because of a severe disability expected to last a year or more.
- ▶ are 62 or older—to ask about retirement checks.
- ▶ are within 2 or 3 months of age 65, even if you don't plan to retire—to sign up for Medicare.

U.S. Department of Health, Education, and Welfare
Social Security Administration
Form OA-702 (4-76)

In order to get a Social Security number you must fill out an application.

HERE'S HOW

If you need a Social Security number card, look up "United States Government" in the white pages of your phone book. There you'll find the telephone number of your nearest Social Security Administration Office. Call and ask to have an application for a social security number card mailed to you.

On the next two pages you'll find a "Practice Application" and "Instructions" for filling it out. Before you fill the application out, read the instructions. Then fill out the application carefully with a pencil. Go over it with your teacher. Finally, make any corrections.

When your application arrives in the mail, copy the information from your "Practice Application" onto the "APPLICATION FOR A SOCIAL SECURITY NUMBER CARD." Use blue or black ink.

INSTRUCTIONS FOR COMPLETING THE APPLICATION FORM

If you do not know the answer to a question and cannot find the answer, write "unknown" in the space for the answer.

If you have any questions about how to complete the form, what papers you must submit with it or whether a personal interview will be necessary, please call your nearest social security office at the number listed in your telephone directory. After your completed application and all necessary evidence are received, your local office can tell you approximately how long it will take before you get your social security card in the mail. The instructions below are numbered to correspond with the numbered items on the application.

1. Please enter your full name as you use it for work, school, or other official business. If you have a middle name, enter it in full in the space provided. Your entire name will be recorded in our records; however, only your first name, middle initial and last name will appear on the card itself, unless you specifically request that we spell out your middle name.

   If your name has changed, show the name you were given at birth on the second line.

   If you have used any other name during your lifetime, show it on the third line. Do not include nicknames unless used officially at school or work. More than one such name can be shown.

2. Enter the address where you want your social security card mailed. If mail under your name is not normally received at the address which you show, use an "in care of" address. Example: c/o J. Doe, 1 Elm St.

3. Check the block which applies to you. If you checked "Other," please submit a statement explaining your situation and why you need a social security number. (You may attach a separate sheet.)

4. Check the block to indicate your sex.

5. While your failure to complete this question will not affect your obtaining a social security number, this information is important to find out how Social Security programs affect different groups of people in our Nation. It is also essential for preparing statistics to determine compliance with Federal civil rights laws. When used for this purpose, statistics are presented as summaries or other forms of information which do not reveal the names of individuals.

6. Enter your date of birth by month, day, year.

7. Enter your age as of your last birthday.

8. Enter the city and State where you were born. If you were born outside the U.S., show the name of the city and country. Please do not use abbreviations.

9. The names of your parents, even if they are no longer alive, are very important in establishing your unique and individual record with social security. Be certain to show your mother's full name at her birth. If your father's last name is different from your name at birth, please explain by writing, for example, "step-father" or "adopting father" after your father's name. Use whichever name you prefer. If, however, you have ever requested a card before, use the name of the same father, step-father, etc. you used when you first applied.

10. If your answer to item 10a is "No," or "Don't Know," go to item 11. If your answer is "Yes," answer questions 10b through 10e. If you applied for a social security number card before but never received it, draw a line through item 10b and try to answer both questions of item 10c as carefully as you can.

11. Enter today's date by month, day, year.

12. If we must contact you for any reason, we would prefer to phone you. Please indicate a phone number where we can reach you or leave a message for you.

13. Sign your name as it is usually written. Do not print unless your usual signature is printed. If you are applying on behalf of someone else, sign your own name. If you cannot write your name, you may sign by an "X" mark. Two persons must sign as witnesses to your mark.

14. Check the block marked "self" if you are completing the form for yourself. If you are completing the form for someone else, check the "other" block and show your relationship to the applicant; for example, "father" or "guardian."

SAMPLE APPLICATION

INSTRUCTIONS TO APPLICANT ▶ Before completing this form, please read the instructions on the opposite page. You can type or print, using pen with dark blue or black ink. Do not use pencil.

NAA NAB 1	NAME TO BE SHOWN ON CARD	First	Middle	Last
	FULL NAME AT BIRTH (IF OTHER THAN ABOVE)	First	Middle	Last
ONA	OTHER NAME(S) USED			
STT 2 CTY STE ZIP	MAILING ADDRESS	(Street/Apt. No., P.O. Box, Rural Route No.)		
	CITY		STATE	ZIP CODE

CSP 3 CITIZENSHIP (Check one only)
- ☐ a. U.S. citizen
- ☐ b. Legal alien allowed to work
- ☐ c. Legal alien not allowed to work
- ☐ d. Other (See instructions on Page 2)

SEX 4 SEX
- ☐ Male
- ☐ Female

ETB 5 RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)
- ☐ a. Asian, Asian American or Pacific Islander (Includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc., ancestry or descent)
- ☐ b. Hispanic (Includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
- ☐ c. Negro or Black (not Hispanic)
- ☐ d. North American Indian or Alaskan Native
- ☐ e. White (not Hispanic)

DOB 6	DATE OF BIRTH ▶	MONTH	DAY	YEAR	AGE 7	PRESENT AGE	PLB 8 PLACE OF BIRTH ▶	CITY / STATE OR FOREIGN COUNTRY
MNA 9	MOTHER'S NAME AT HER BIRTH	First	Middle	Last (her maiden name)				
FNA	FATHER'S NAME	First	Middle	Last				

PNO 10 a. Have you or someone on your behalf applied for a social security number before? ☐ No ☐ Don't Know ☐ Yes

If you checked "yes", complete items "b" through "e" below; otherwise go to item 11

SSN PNS PNY	b. Enter social security number	c. In what State did you apply? / What year?
NLC	d. Enter the name shown on your most recent social security card	e. If the birth date you used was different from the date shown in item 6, enter it here ▶ MONTH / DAY / YEAR

DON 11	TODAY'S DATE ▶	MONTH	DAY	YEAR	12	Telephone number where we can reach you during the day ▶	HOME	OTHER

ASD WARNING: Deliberately providing false information on this application is punishable by a fine of $1,000 or one year in jail, or both.

13	YOUR SIGNATURE	14	YOUR RELATIONSHIP TO PERSON IN ITEM 1 ☐ Self ☐ Other (Specify) _____
	WITNESS (Needed only if signed by mark "X")		WITNESS (Needed only if signed by mark "X")

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

DTC | SSA RECEIPT DATE _____

☐ SUPPORTING DOCUMENT-EXPEDITE CASE
☐ DUP ISSUED
SSN ASSIGNED OR VERIFIED
SSN
NPN

DOC | NTC | CAN | BIC

SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW.

TYPE(S) OF EVIDENCE SUBMITTED

IDN

☐ MANDATORY IN PERSON INTERVIEW CONDUCTED

ITV

DATE

DATE

DCL

FORM SS-5 (2-81) PRIOR EDITIONS SHOULD BE DESTROYED

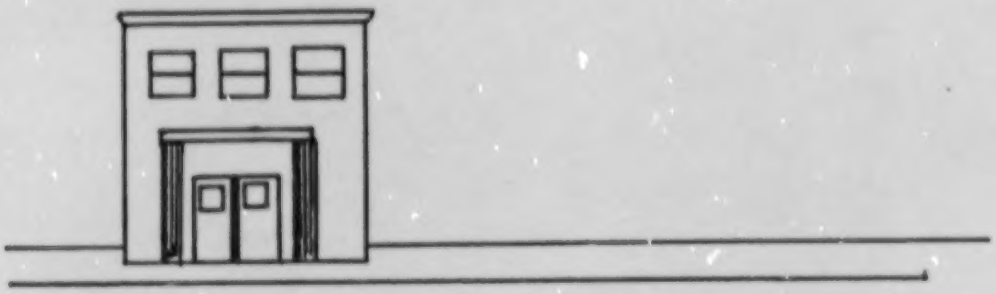
F-5

26.

A "document" is

(1) anything that's printed or written, and
(2) is used to prove something.
Birth certificates, passports, and driver's licenses are examples of documents.

After you fill out the application you get in the mail, check the "HOW TO APPLY FOR SOCIAL SECURITY NUMBER CARD" section of the application to find out what documents must be with your application. The "HOW TO APPLY..." section will also tell you whether you can mail in your application and other documents, or whether you must take them to your nearest Social Security Administration Office in person.



...After You Get Your Card

Keep your Social Security number card in a safe place. Your social security number will never change, so memorize it. You'll be needing it often.

Working Papers/Work Permit

If you are under 18 years of age, you are a "minor." There are laws governing where minors can work, and for how many hours per day. One law states that you need "working papers" or a "work permit" before you can work. After you have been promised a job, go to your guidance office and ask for an application for working papers. (You may also need proof of your health, which can be obtained at the nurse's office.) When all the necessary forms have been filled out, you'll receive a permit. Give the permit to your employer.

Look over the "Application for Employment Certificate" on the next page. Notice that there are 6 parts to it, and that the applicant (that's you) is supposed to fill out only one part.

Who fills out the other parts?

Fill out the application in pencil. Check for neatness, blanks, and mistakes. You may want to ask your teacher to look it over. Then, use blue or black ink to fill it in.

AT-17 452-F w-B Revised 11-78

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

APPLICATION FOR EMPLOYMENT CERTIFICATE

See reverse side of this form for information concerning employment of minors

All signatures must be handwritten in ink, and applicant must appear in person before the certificating official.

PART I — Parental Consent — (To be completed by applicant and parent or guardian)

Parent or guardian must appear at the school or issuing center to sign the application for the first certificate for full-time employment, unless the minor is a graduate of a four-year high school and presents evidence thereof. For all other certificates, the parent or guardian must sign the application, but need not appear in person to do so.

Date .....

I, ... Age ..... (Social Security Number)

Home address ..... (Number and Street) ..... (Place), apply for a certificate as checked below:

- ☐ Nonfactory Employment Certificate — Valid for lawful employment of a minor 14 or 15 years of age when school is not in session and during vacation periods.
- ☐ Student General Employment Certificate — Valid for lawful employment of a minor 16 or 17 years of age when school is not in session and during vacation periods.
- ☐ Full-Time Employment Certificate — Valid for lawful employment of a minor 16 or 17 years of age who is not attending day school.

I hereby consent to the required medical examination and employment certification as indicated above.

..... (Signature of Parent or Guardian)

PART II — Evidence of Age — (To be completed by issuing official only)

..... (Date of Birth) — Check evidence of age accepted — Document 2 (if any) .....

Birth Certificate Schooling Record Other..... (Specify)

PART III — Certificate of Physical Fitness

Applicant shall present a Certificate of Physical Fitness from a school or private physician. Said examination must have been given within 12 months prior to issuance of the employment certificate.
If the Certificate of Physical Fitness is limited, the issuing official shall issue a Limited Employment Certificate (valid for a period not to exceed 6 months), and enter the limitation on the employment certificate.

PART IV — Pledge of Employment — (To be completed by prospective employer)

Part IV must be completed only for (a) a minor with a medical limitation and (b) for a minor 16 years of age who is leaving school, and resides in a district (New York City and Buffalo) which require a minor 16 years of age who is not employed to attend school, according to Section 3205 of the Education Law.

The undersigned will employ ..... residing at .....

as ..... (Description of Applicant's Work) at ..... (Job Location)

for .....days per week ..... hours per day, beginning ..... a.m. ..... p.m.

..... (Name of Firm) Factory ending ..... a.m. ..... p.m.

Nonfactory ..... (Address of Firm)

..... (Telephone Number) Starting date ..... (Signature of Employer)

PART V — Schooling Record — (To be completed by school official)

Part V must be completed only for a minor 16 years of age who is leaving school, and resides in a district (New York City and Buffalo) which require a minor 16 years of age to attend school, according to Section 3205 of the Education Law.

I certify that the records of..... (Name of School) ..... (Address)

show that ..... (Name of Applicant) whose date of birth is .....

is in grade ..... (Signature of Principal or Designee)

PART VI — Employment Certification — (To be completed by issuing official only)

Certificate Number ..... Date Issued .....

..... (School or Issuing Center) ..... (Address) ..... (Signature of Issuing Official)

THIS APPLICATION DOES NOT AUTHORIZE EMPLOYMENT

THIS APPLICATION DOES NOT AUTHORIZE EMPLOYMENT

APPLICATION FOR EMPLOYMENT CERTIFICATE

All signatures must be handwritten in ink, and applicant must appear in person before the certificating official.

PART I — Parental Consent — (To be completed by applicant and parent or guardian)

Parent or guardian must appear at the school or issuing center to sign the application for the first certificate for full-time employment, unless the minor is a graduate of a four-year high school and presents evidence thereof. For all other certificates, the parent or guardian must sign the application, but need not appear in person to do so.

Date .....

I, ... Age .... [Social Security Number]

Home address ..... [Number and Street] ..... [Place], apply for a certificate as checked below:

☐ Nonfactory Employment Certificate — Valid for lawful employment of a minor 14 or 15 years of age when school is not in session and during vacation periods.

☐ Student General Employment Certificate — Valid for lawful employment of a minor 16 or 17 years of age when school is not in session and during vacation periods.

☐ Full-Time Employment Certificate — Valid for lawful employment of a minor 16 or 17 years of age who is not attending day school.

I hereby consent to the required medical examination and employment certification as indicated above.

..... [Signature of Parent or Guardian]

PART II — Evidence of Age — (To be completed by issuing official only)

..... [Date of Birth] — Check evidence of age accepted — Document # (if any) .....

Birth Certificate Schooling Record Other ..... [Specify]

PART III — Certificate of Physical Fitness

Applicant shall present a Certificate of Physical Fitness from a school or private physician. Said examination must have been given within 12 months prior to issuance of the employment certificate.
If the Certificate of Physical Fitness is limited, the issuing official shall issue a Limited Employment Certificate (valid for a period not to exceed 6 months), and enter the limitation on the employment certificate.

PART IV — Pledge of Employment — (To be completed by prospective employer)

Part IV must be completed only for (a) a minor with a medical limitation and (b) for a minor 16 years of age who is leaving school, and resides in a district (New York City and Buffalo) which require a minor 16 years of age who is not employed to attend school, according to Section 3205 of the Education Law.

The undersigned will employ ..... residing at .....

as ..... [Description of Applicant's Work] at ..... [Job Location]

for ..... days per week ..... hours per day, beginning ..... a.m. ..... p.m.

..... [Name of Firm] Factory ending ..... a.m. ..... p.m.

Nonfactory ..... [Address of Firm]

..... [Telephone Number] Starting date ..... [Signature of Employer]

PART V — Schooling Record — (To be completed by school official)

Part V must be completed only for a minor 16 years of age who is leaving school, and resides in a district (New York City and Buffalo) which require a minor 16 years of age to attend school, according to Section 3205 of the Education Law.

I certify that the records of ..... [Name of School] ..... [Address]

show that ..... [Name of Applicant] whose date of birth is .....

is in grade ..... [Signature of Principal or Designee]

PART VI — Employment Certification — (To be completed by issuing official only)

Certificate Number ..... Date Issued .....

..... [School or Issuing Center] ..... [Address] ..... [Signature of Issuing Official]

First Applications

Name _____

Date _____ School _____

Fill out the application below as if your were applying for a Socinl Security number card.

NAA NAB 1 ONA — NAME TO BE SHOWN ON CARD; FULL NAME AT BIRTH (IF OTHER THAN ABOVE); OTHER NAME(S) USED (First / Middle / Last)

S1T 2 CTY STE ZIP — MAILING ADDRESS (Street/Apt. No., P.O. Box, Rural Route No.); CITY; STATE; ZIP CODE

CSP 3 — CITIZENSHIP (Check one only)
- ☐ a U.S. citizen
- ☐ b Legal alien allowed to work
- ☐ c Legal alien not allowed to work
- ☐ d Other (See instructions on Page 2)

SEX 4 — ☐ Male ☐ Female

ETH 5 — RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)
- ☐ a Asian, Asian American or Pacific Islander (includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc., ancestry or descent)
- ☐ b Hispanic (includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
- ☐ c Negro or Black (not Hispanic)
- ☐ d North American Indian or Alaskan Native
- ☐ e White (not Hispanic)

DOB 6 — DATE OF BIRTH (MONTH / DAY / YEAR)

AGE 7 — PRESENT AGE

PLB 8 — PLACE OF BIRTH (CITY; STATE OR FOREIGN COUNTRY)

MNA 9 FNA — MOTHER'S NAME AT HER BIRTH (First / Middle / Last (her maiden name)); FATHER'S NAME (First / Middle / Last)

PNO 10 SSN PNS PNY NLC
- a. Have you or someone on your behalf applied for a social security number before? ☐ No ☐ Don't Know ☐ Yes
  If you checked "yes" complete items "b" through "e" below; otherwise go to item 11
- b. Enter social security number
- c. In what State did you apply? What year?
- d. Enter the name shown on your most recent social security card
- e. If the birth date you used was different from the date shown on item 6, enter it here (MONTH / DAY / YEAR)

DON 11 — TODAY'S DATE (MONTH / DAY / YEAR)

12 — Telephone number where we can reach you during the day (HOME / OTHER)

ABD — **WARNING:** Deliberately providing false information on the application is punishable by a fine of $1,000 or one year in jail, or both.

13 — YOUR SIGNATURE

14 — YOUR RELATIONSHIP TO PERSON IN ITEM 1 ☐ Self ☐ Other (Specify) _____

WITNESS (Needed only if signed by mark "X")

WITNESS (Needed only if signed by mark "X")

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY) — DTC — SSA RECEIPT DATE _____

☐ SUPPORTING DOCUMENT-EXPEDITE CASE ☐ DUP ISSUED — SSN ASSIGNED OR VERIFIED — SSN — NPN

DOC — NTC — CAN — BIC

SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW

TYPE(S) OF EVIDENCE SUBMITTED — IDN — ☐ MANDATORY IN PERSON INTERVIEW CONDUCTED — ITV

DATE

DCL — DATE

Fill out the application on the next page as if you were applying for a work permit.

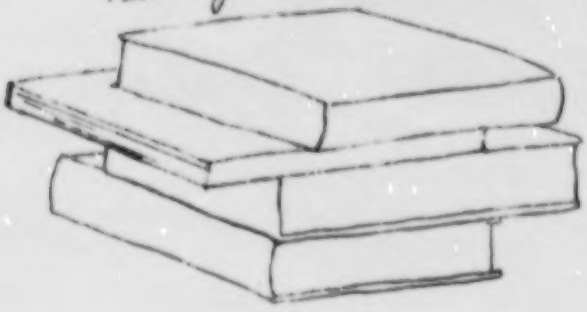
USE RESOURCES

Your GOALS are the THINGS YOU WANT.

(These goals of yours may be things you want to own, or things you want to do.)

RESOURCES are the things that can HELP YOU GET WHAT YOU WANT.

Reading Materials



+ People

+ *Your Own Experiences* =

RESOURCES

Three important types of resources which can help you reach your goals are

READING

Other PEOPLE

Your own EXPERIENCES

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READING

You can learn more about ANYTHING by reading. As long as there's a library around, there's no excuse for not knowing more about something you're interested in.

CARD CATALOGS tell you where to find films, books, magazines, and anything else that's in print.

BULLETIN BOARDS can help you find out about rentals, local sales, available jobs, and social events.

MAPS can help you get where you want to go.

YELLOW PAGES in your phone book include addresses and telephone numbers for most places of business. If you want to learn about a subject, look it up in the Yellow Pages. You can call and ask to speak to someone who knows about what you're interested in.

TRADE MAGAZINE AND NEWSPAPER WANT ADS can tell you which jobs are available, how much experience is needed for jobs, where to call for information, where to apply, and how much can be earned.

REFERENCE BOOKS such as atlases, dictionaries, and encyclopedias are collections of useful facts. The Encyclopedia Of Careers, the Occupational Outlook Handbook, and Occupational Resources can tell you about various occupations: on-the-job tasks, training needed, tools and equipment used, salary ranges, advancement possibilities, and job demand.

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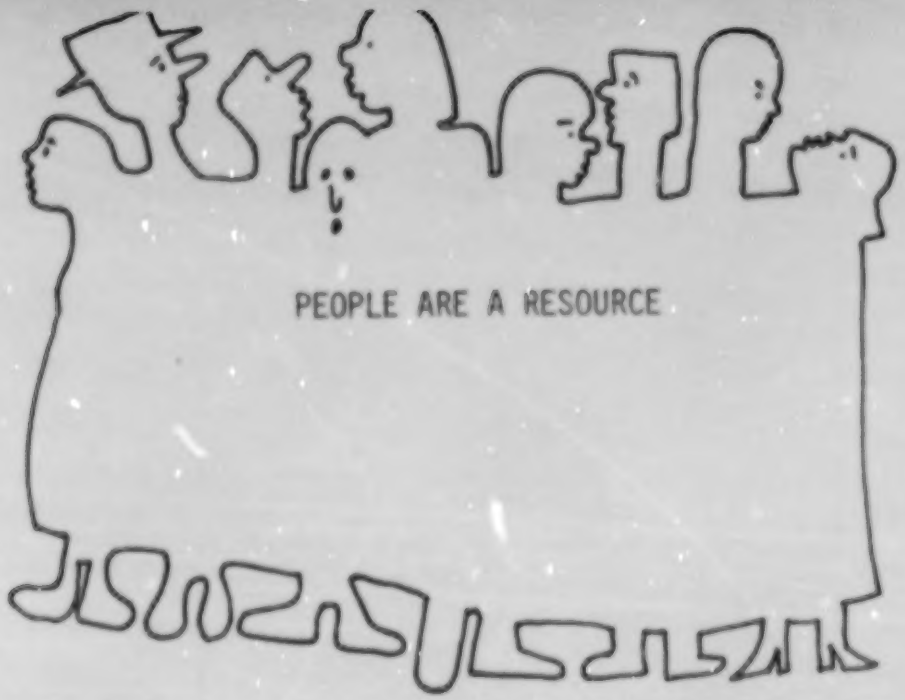

Take advantage of the resources available to you in your community. Most COMMUNITY MEMBERS are experts at something. Check out your neighbors, people at work everywhere, people you find interesting. Ask them about their jobs, their hobbies, things you want to know more about.

One person who will become more important to you in the next few years is your GUIDANCE COUNSELOR. GUIDANCE COUNSELORS in schools are trained to help you choose and prepare for all kinds of occupational and educational experiences. They can arrange for you to take courses to train you for the job you want.

1. They keep a library of information about various training schools and occupations.
2. They keep you informed about aptitude and interest tests which can help you recognize your own strengths and preferences.
3. They may give you advice that can help you make decisions.
4. They keep records of job openings to help you find work.
5. They can make personal recommendations.

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CHOICE

available at cost

EXPERIENCE IS A RESOURCE

No one can take your experiences away from you. They're your most valuable possesion, and they can help you get what you want. Your experience includes everything you've ever done until now. Make an effort to gain experiences that are meaningful to you.

When you decide what you want, go after experiences that will help you reach your goals. If, for instance, you'd like a paying job as a performer, start practicing and performing for small groups. This sort of goal-related experience will help you see if you'd really be happy doing this sort of work. And since employers know that your work experiences are important training steps, work related experiences can help you reach your occupational goals.

Phil and Katrina are interested in working with leather and opening a leather shop one day. In the spaces below, describe some of the experiences they should be gaining now as preparation for reaching their goal.

Experience takes effort on your part, but its rewards (learning and getting what you want) are great!

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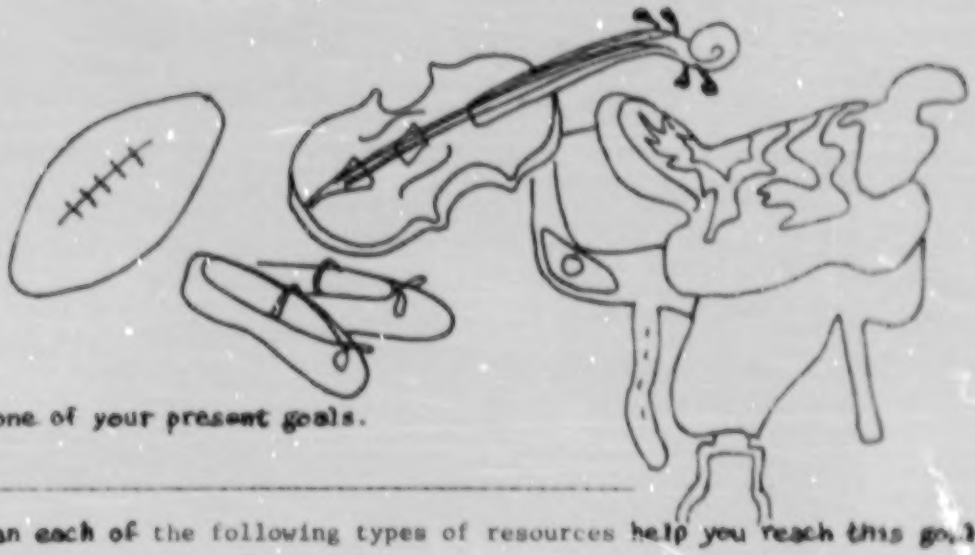
THINK ABOUT THESE

Name one goal you set for yourself and reached in the past year. (Think of something you wanted for yourself, and then worked at getting).

What resources did you use to help you reach your goal?
How did each resource help you?



Name one of your present goals.

How can each of the following types of resources help you reach this goal?

READING:

OTHER PEOPLE:

YOUR OWN EXPERIENCE:

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LEG WORK:
A Game of Experience

This is a fun way for you to report what you know about using resources.

DIRECTIONS:
1. Before you begin, read about resources on pages R-2 - R-4.
2. Then, time yourself to see how long it takes you to fill in all the blanks.
3. You may compete with other students by comparing your "times."

STEP THIS WAY

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available at cost

START

LEG

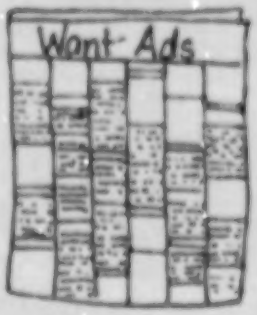
#1. Want ads are sources of information. Move 1 square for each kind of want-ad information you can name.

a. _____

b. _____

c. _____

d. _____



#2. Miss 1 turn. Go back to page R-2 and find out what you can learn from want ads. Fill in the blanks in square #1.

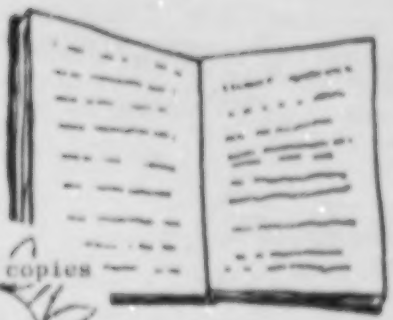
#3. Only 2 kinds? Go back to page R-2 and find out what you can learn from want ads. Fill in blanks c and d in square #1.

#4. If you can list 3 reading resources, move ahead 1 square. If you can't, go to square #6.

a. _____

b. _____

c. _____



#5. SHORT CUT to # 9. Your friend Sam tells you about a taxi dispatcher's job.

#5. Short cut....

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#6. Name 1 reading resource that will tell you the skills and tasks of an occupation.

#7. Name resource tell you to work.

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WORK

#14. You've learned how to fill out job applications.

CONGRATULATIONS!

You're on your way to success.

#13. The guidance counselor gives you a reference. Move ahead 1 square.

#12. Go back to page R-3 and find out what you can learn from a guidance counselor. Fill in the blanks in square #10.

#11. Only 1 way? Miss 1 turn. Go back to page R-3 and find out what you can learn from a guidance counselor. Fill in the blanks in square #10.

#10. Guidance counselors can help you. How? For each way you can list, move ahead 1 square.

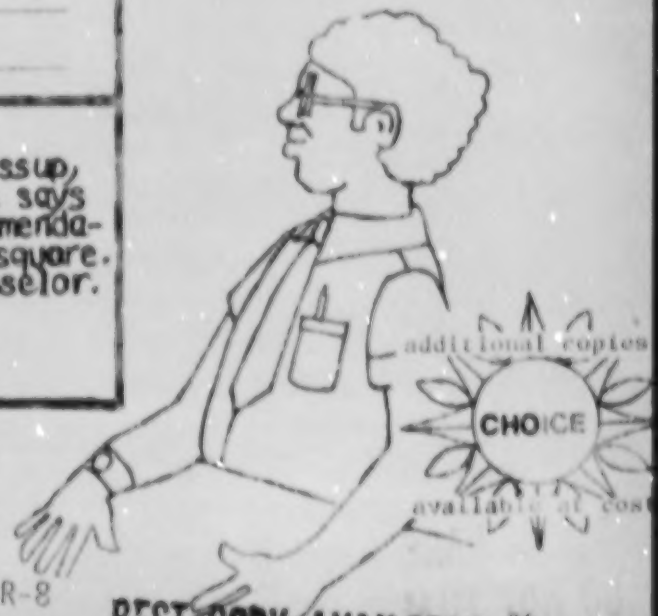
a. _____

b. _____

c. _____

Short cut #9

#9. Talk to Ms. Jessup, a taxi driver. She says you'll need a recommendation. Move ahead 1 square. See a guidance counselor about writing a recommendation.



1 reading that can how to get

_____

#8. Name 1 reading resource that can give you phone numbers of work places.

_____

5

R-8

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CAREER CLUSTERS

What do you enjoy doing?
How do you fit in?

Fifteen CAREER CLUSTERS are listed on the next page along with their definitions. The United States Department of Labor has divided all jobs and occupations into these fifteen clusters or categories. Every job you can think of falls under at least one of these categories; some may fall under more. Spend some time reading about these clusters, and see which ones interest you.

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15
CAREER CLUSTERS

Workers from the AGRIBUSINESS cluster remove and process natural resources and they use land to raise and protect animals and crops.
Occupations from this cluster include cooperative extension agent, wildlife biologist, animal inspector, dairy farmer, agronomist, grounds keeper, migrant worker, gardener, tree farmer, and florist.

Workers from the ARTS & HUMANITIES cluster use their creativity to teach, write, perform, and study the arts and humanities including literature, dance, music, and historical subjects.
Occupations from this cluster include book illustrator, art restorer, astronomer, musician, radio announcer, offset printer, archeologist, photographer, poet, conductor, architect, guidance counselor, and actor.

Workers from the BUSINESS & OFFICE cluster usually work in office settings to record, store, and distribute information.
Occupations from this cluster include stock clerk, librarian, bank teller, typist, payroll clerk, actuary, stenographer, mail clerk, receptionist, switchboard operator, and accountant.

Workers from the COMMUNICATION & MEDIA cluster use various media to circulate information. They may work with telephones, radio, tv, books, magazines, and film.
Occupations from this cluster include data processor, author, bookbinder, reporter, commercial artist, telephone line worker, telephone operator, television director, and newspaper editor.

Workers from the CONSTRUCTION cluster are involved with designing, building, restoring, and demolishing structures.
Occupations from this cluster include highway road worker, mason, plasterer, bridge builder, cabinetmaker, welder, safety inspector, drafter, heavy equipment operator, architect, and demolition servicer.

Workers from the CONSUMER & HOMEMAKING cluster help to produce and improve food, clothing, home furnishings, and care of family members.
Occupations from this cluster include nutritionist, real estate agent, appliance repairer, day-care worker, waitress, janitor, landscaper, fashion designer, butcher, hotel cook, and tailor.

Workers from the ENVIRONMENTAL CONTROL cluster help to protect land, water, and air. They also encourage healthy physical relationships among all living things.
Occupations from this cluster include ecologist, pest exterminator, sanitation engineer, game warden, chemical analyst, zoologist, fire fighter, conservation officer, meteorologist, and forest ranger.

CAREER CLUSTERS (cont.)

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Workers from the HEALTH & SAFETY cluster help care for and repair the human body and mind. Some care for animals too.
Occupations from this cluster include school nurse, optometrist, dance therapist, surgeon, life guard, psychologist, ambulance driver, inhalation therapist, dental hygienist, medic, and pharmacist.

Workers from the HOSPITALITY & RECREATION cluster improve the quality of people's leisure time, or spare time, activities. Their work often involves sports, resorts, hobbies, or amusements.
Occupations from this cluster include recreational therapist, hotel clerk, flight attendant, chef, usher, scout leader, puppeteer, camp counselor, dance instructor, tour guide, and film projectionist.

Workers from the MANUFACTURING cluster design, assemble, and produce processed goods which are not in their natural forms.
Occupations from this cluster include machinist, weaver, welder, machine tool operator, mechanic, millwright, boilermaker, shipper, optical technician, production supervisor, and tool and dye maker.

Workers from the MARINE SCIENCE cluster study, grow, explore, harvest, and care for life and minerals in and around bodies of water.
Occupations from this cluster include fish retailer, coast guard quartermaster, research biologist, scuba diver, lockmaster, navigator, salvager, sailor, fish hatchery technician, and seafood processor.

Workers from the MARKETING & DISTRIBUTION cluster package, advertise, and transport goods and services to make them available to customers.
Occupations from this cluster include market researcher, stock clerk, sales representative, insurance salesperson, model, commercial artist, stock broker, truck driver, freight handler, and advertising copywriter.

Workers from the PERSONAL SERVICE cluster perform a wide variety of tasks from drycleaning to dog grooming in order to make life more comfortable for individuals.
Occupations from this cluster include animal groomer, chauffer, minister, caterer, cosmetologist, mortician, barber, tailor, jeweler, waiter, interior decorator, housekeeper, and shoe repairer.

Workers from the PUBLIC SERVICE cluster protect the rights, property, and general well being of community members.
Occupations from this cluster include state senator, researcher, town mayor, mail carrier, police officer, court reporter, national guard, public park attendant, parole officer, and sanitation worker.

Workers from the TRANSPORTATION cluster help to move people and goods from one place to another.
Occupations from this cluster include airplane pilot, auto mechanic, security agent, railroad engineer, bus driver, freight handler, inspector, diesel mechanic, dispatcher, merchant marine, and reservationist.

CLUSTER QUIZ

Read the list of occupations below. Then write the name of the career cluster(s) that you think each occupation belongs to.

1. TAXI CAB DRIVER _____
2. CHEF _____
3. OPERA SINGER _____
4. SOLAR HOME DESIGNER _____
5. DAY CARE WORKER _____
6. NAVIGATOR _____
7. COMPUTER PROGRAMMER _____
8. X-RAY TECHNICIAN _____
9. TRUCK FARMER _____
10. SIGN PAINTER _____
11. SHOE REPAIRER _____
12. FIRE FIGHTER _____
13. DISC JOCKEY _____

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.....HELP YOURSELF.....

Now that you know what CAREER CLUSTERS are, do some personal research. Think about the things that interest you: your favorite activities in and out of school. List three of these activities in the spaces below.

1. _____
2. _____
3. _____

Think of one occupation that is related to each of these activities. (Use your imagination.) List them below.

	OCCUPATION	CLUSTER
1.	_____	_____
2.	_____	_____
3.	_____	_____

Then, next to each job or occupation you've listed, name one career cluster to which it belongs.

Use Occupational Resources, Exploring Careers, Encyclopedia Of Careers, the Occupational Outlook Handbook, or other career related resources to find out more about the career clusters you've listed.

Next, identify an occupation that interests you. Look up specific information about this occupation: job requirements (training and education), on the job tasks, tools & equipment, chances for advancement, job demand (number of future openings and competition for jobs), salary, and benefits available.

Use the Research Sheet on the next page to record your findings.

RESEARCH SHEET

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Cluster Title_____

Job Title_____

Job Requirements_____

_____

_____

_____

_____

Job Description _____

_____

_____

_____

Tools and Equipment_____

_____

Chances for Advancement_____

_____

Job Demand_____

_____

Salary and Benefits_____

_____

WRITE AWAY

After you've researched an occupation that interests you, write away to find out more

OR

Write away to find out about an occupation you know nothing about.

Follow these directions.

WRITING AWAY for information is a valuable way to find out about jobs.

The United States Department of Labor, trade unions, and professional associations are all good sources of career information. Each type of organization offers facts about hundereds of occupations. Just write to one of them and ask. You can learn about: job tasks, training needed, advancement possibilities, necessary preliminary exams such as civil service tests, job demand, and other helpful facts and statistics about one or more occupations.

On the following pages, two addresses are listed for each career cluster. Other addresses can be found in the Encyclopedia Of Careers at the end of each occupational description. If you are already interested in a specific job in your area, look for an address in the Yellow Pages of your phone book.

When you find an address you want to use, look at the SAMPLE LETTER OF INQUIRY on page W-6. Read it over and note the format as well as the content of the letter. Follow the same format when writing your own.

SOME HELPFUL ADDRESSES

(All addresses are listed by cluster.)

ACRIBUSINESS CLUSTER

U.S. Department of Agriculture
Washington, D.C. 20240

Fish and Wildlife Service
U.S. Department of the Interior
Washington, D.C. 20240

ARTS and HUMANITIES CLUSTER

National Assn. of Schools of Art
One Dupont Circle, N.W.
Washington, D.C. 20036

American Guild
of Musical Artists, Inc.
1841 Broadway
New York, N.Y. 10023

BUSINESS nud OFFICE CLUSTER

National Assn. of Legal Secretaries
(International)
1574 East 21st St.
Tulsa, Okla. 74114

United Business Schools Assn.
1730 M St., N.W.
Washington, D.C. 20036

COMMUNICATION and MEDIA CLUSTER

American Newspaper Publisher's Assn.
PO Box 17407
Washington, D.C. 20041

The National Assn. of Broadcast
Employers and Technicians
80 East Jackson Blvd.
Chicago, Ill. 60604

CONSUMER and HOMEMAKING CLUSTER

National Committee on Household Employment
1725 K St., N.W.
Washington, D.C. 20036

Council on Hotel, Restaurant and
Institutional Education
15522 K St., N.W.
Washington, D.C. 20005

CONSTRUCTION CLUSTER

National Assn. of Plumbing-
Heating-Cooling Contractors
1016 20th St., N.W.
Washington, D.C. 20036

Associated General Contractors of
America, Inc.
1957 E St., N.W.
Washington, D.C. 20006

ENVIRONMENTAL CONTROL CLUSTER

Association of American Geographers
1710 16th St., N.W.
Washington, D.C. 20009

American Geological Institute
2201 M St., N.W.
Washington, D.C. 20037

HEALTH and SAFETY CLUSTER

American Dental Assn.
Council on Dental Education
211 East Chicago Ave.
Chicago, Ill. 60611

The American Dietetic Assn.
620 North Michigan Ave.
Chicago, Ill. 60611

HOSPITALITY and RECREATION CLUSTER

National Recreation and Parks Assn.
1601 North Kent St.
Arlington, Va. 22203

National Industrial Recreation Assn.
20 North Wacker Dr.
Chicago, Ill. 60606

MANUFACTURING CLUSTER

United Steel Workers of America
1500 Commonwealth Bldg.
Pittsburg, Penn. 15222

International Assn. of Machinist
And Aerospace Workers
1300 Conneticut Ave., N.W.
Washington, D.C. 20036

MARINE SCIENCE CLUSTER

American Assn. for Oceanography
1730 M St., N.W.
Washington, D.C. 20036

American Fisheries Society
1319 18th St., N.W. 4th Floor
Washington, D.C. 20036

MARKETING and DISTRIBUTION CLUSTER

Sales and Marketing Executives
International
630 3rd Ave.
New York, N.Y. 10017

American Trucking Assn. Inc.
1616 P St., N.W.
Washington, D.C. 20036

PERSONAL SERVICE

Journeymen Barbers, Hairdressers,
Cosmotologists, and Proprietors
International Union of America
4755 Kingsway Dr.
Indianapolis, Ind. 46250

Shoe Service Institute of America
222 West Adams St.
Chicago, Ill. 60606

PUBLIC SERVICE CLUSTER

National Assn. of Letter Carriers
of U.S.A.
100 Indiana Ave., N.W.
Washington, D.C. 20001

National Assn. for Social Work
Careers
2 Park Ave.
New York, N.Y. 10016

TRANSPORTATION CLUSTER

International Airline Pilots Assn.
1625 Massachusetts Ave., N.W.
Washington, D.C. 20036

Automotive Service Industry Assn.
230 Michigan Ave.
Chicago, Ill. 60601

SAMPLE

LETTER OF INQUIRY

R.D. 7 Box 201
Wilene, New York
14792
April 30, 1981

Mr. Jack Warren
Associated Air Workers
703 East Avenue
Wellmont, New Jersey 09861

Dear Mr. Warren:

I am presently a sophomore at Fairlane High School. The sophomore class is involved in researching occupations that interest us. I am considering air traffic controller as an occupation for my future.

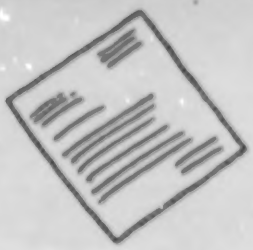
Please send me all the information you have about on-the-job tasks of air traffic controllers, as well as the training they need, chances for advancement, and the demand for air traffic controllers in the Northeast during the next five years.

Thank you very much for your help.

Sincerely,

Amy Logan

LETTERS OF INQUIRY



Let's talk about format and content.

Use a business letter format for a letter of inquiry. Study the sample letter on page W-6 before you begin. To be more sure of a helpful reply, it is best to find out the name of the person to whom you are writing. If this is not possible, there are several other greetings you can use, such as:

Dear Sir:
Dear Madam:
Dear Sir or Madam:
Dear Interested Person:
Dear Gentleperson:
To whom it may concern:

Usually, a letter of inquiry has three paragraphs. You can have more if necessary, but try to keep your letter short and to the point.

In the first paragraph, identify yourself and the purpose of your letter.

In the second paragraph, ask for the specific information you want.

The last paragraph is the place to thank the person you've written to. You may also want to say that you are looking forward to a reply.

The closing of the letter should appear on the right, in line with your address, beneath the last paragraph (see sample on page W-6). Use an impersonal closing such as "Yours truly" or "Sincerely" with your signature beneath it.

Type it if possible.

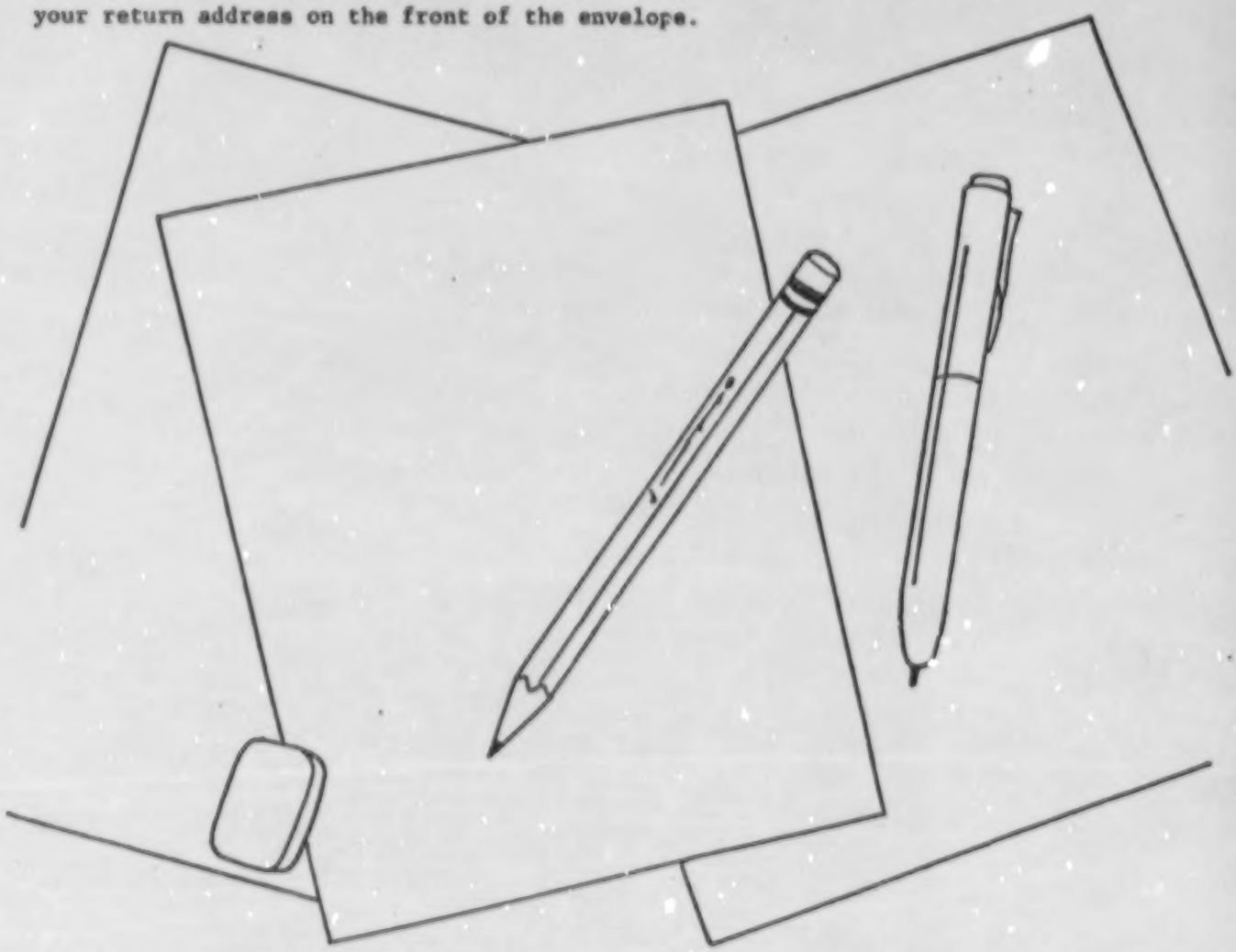
Business letters should be typed to keep them short and legible. But even with a typed letter, your handwritten signature must appear at the end, with your name typed beneath it. If it is impossible to have your letter typed, be sure that it is especially neat and legible.

Rough Draft

It's important to make a rough draft of your letter. Use a pencil to fill out the letter of inquiry GUIDELINES on the next page. Follow a business letter format.

Once your rough draft is completed, read it over and correct any misspelled words or grammatical errors. Make sure your letter is clear and to the point. Then, ask your teacher to read your letter over and suggest any changes needed.

When you are satisfied with your letter, copy it or type it onto a clean sheet of white unlined paper. Type or print the destination of the letter and your return address on the front of the envelope.



GUIDELINES FOR

A LETTER OF INQUIRY

KEEPING TRACK

It's a good idea to keep track of the letters you write and the responses you get. The names and addresses of the people who have contacted you are useful for future correspondence. Keeping track is a way of recording important information that you may want to use in the future.

Below, list the name and address of the contact you've made by writing away. Then list the important information you gain from their response.

LETTER SENT TO: _____

_____

_____

DATE: _____

LETTER RECEIVED FROM: _____

DATE: _____

INFORMATION RECEIVED: (Write below or attach letter.)

ON-THE-JOB TASKS: _____

_____

_____

_____

TRAINING NEEDED: _____

_____

_____

ADVANCEMENT POSSIBILITIES: _____

_____

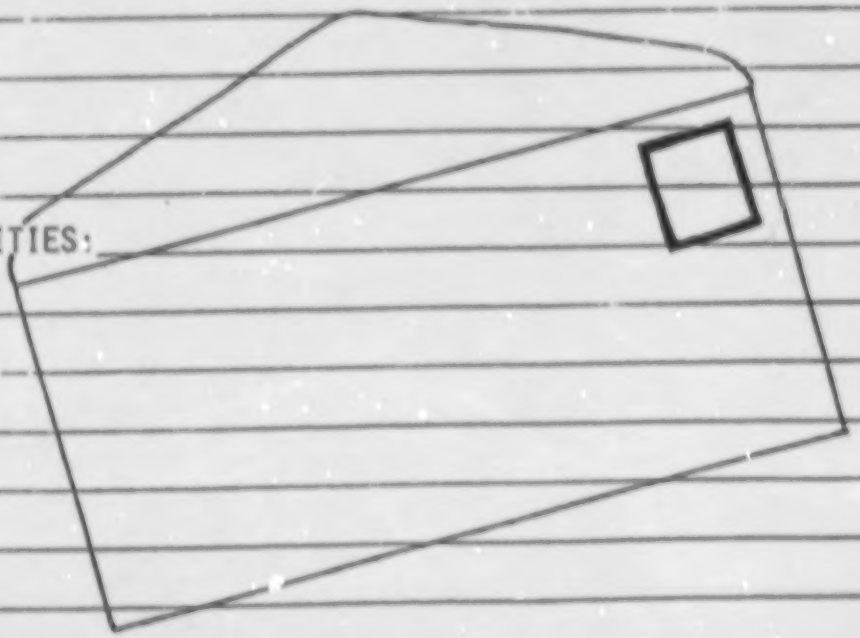
_____

JOB DEMAND: _____

_____

OTHER: _____

_____



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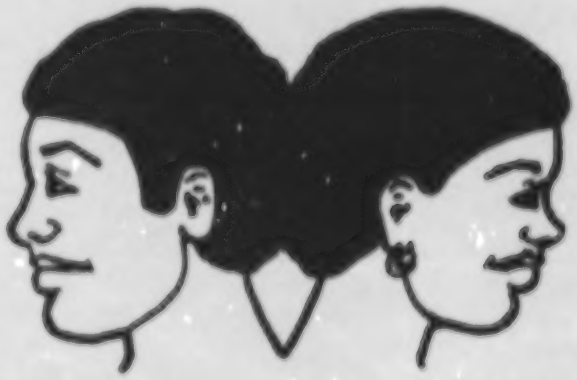
ORGANIZE & PRESENT the FACTS ABOUT YOU



FACT SHEETS
- Personal
- Education
- Activities and Interests
- Work Experience
- References

JOB APPLICATIONS
RESUMES
EMPLOYABILITY SKILLS CHECKLIST
COVER LETTER OF INTRODUCTION
EMPLOYABILITY CROSSWORD

PREPARE FOR GETTING A JOB:

RECORD THE FACTS ABOUT YOU

This is the time to start a record of facts about yourself. This record of facts (in the form of fact sheets) will help you answer questions that employers will probably ask. The fact sheets on the next few pages will also help you to fill out job applications, write a resumé, and enjoy successful job interviews.

1. Fill in the fact sheets carefully and keep them in a handy place. That way, you'll have the information you need whenever you need it. Answer all of the questions.

2. We've explained some job getting lingo (special terms) in parentheses. Make sure you know the lingo because it's very important that you understand the applications you'll be filling out.

3. Keep your personal records up-to-date. Add to the fact sheets whenever you get a job or have other new information you'd like to record.

PERSONAL FACTS

Name: _____

Birthdate (month, day, and year): ____/____/____

Address: _____

Telephone #: _____ Social Security #: _____

Marital Status (are you single, married, widowed, divorced?):

_____

In case of emergency, notify (call):

Name: _____

Telephone #: _____ Relationship: _____

Position Desired (the name or title of the job you want:

_____

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FACTS ABOUT YOUR EDUCATION

Write down the names and addresses of all the schools or other educational programs you have attended. Recall the dates you attended each place and record the months and years you attended. For example, 9/71 - 6/75. Finally, write down the highest grade level and/or the names of the courses you've completed.

High School: _____

Address: _____

Dates attended: from _____ to _____.

Highest grade completed: _____

Special courses (including shop, voc. ed.): _____

_____

Vocational Training Or Other Educational Programs:

_____

Address: _____

Dates attended: from _____ to _____.

Courses or degree completed: _____

_____

RECORD YOUR ACTIVITIES AND INTERESTS

This is an important section because it tells an employer something about your values and your personality. List the hobbies, clubs, and activities you really enjoy. What do you like to do in your free time? You may also want to list school subjects that interest you.

_____

_____

_____

_____

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YOUR WORK EXPERIENCE RECORD

Employers want to know where you've worked before, and what kind of work responsibilities you've had. Read the guidelines below, and then fill out the fact sheet which begins at the bottom of this page.

1. Employer: List the names and addresses of the places where you've worked. (Your supervisor is your boss.)

2. Position: Name your job titles, such as "mechanic's assistant," "waitress," etc.

3. Tasks, duties, responsibilities: Describe the work you were responsible for, such as "washing dishes," "selling jewelry," etc.

4. Hours: For example, "20 hrs./wk."

5. Wages, salary: How much money did you earn per hour, week, or year? "$3.75/hr.," "$100.00 wk," etc.

6. Reason for leaving: NEVER PUT THE BLAME ON SOMEONE ELSE. Always state an accurate, POSITIVE reason for leaving a job. Some good reasons include "I was laid off," "I got a better paying job," "I left to spend more time on my schoolwork."

List your work experiences starting with your most recent position, including the job you have now. The next job on the list will be the position you held right before your most recent position. If you've never been paid for your work, practice by describing unpaid jobs you've had such as "babysitting," or "yardwork."

Employer: _____

Address of business: _____

Supervisor: _____ Position: _____

Responsibilities: (List big responsibilities first).

_____

_____

Dates employed: from _____ to _____

Hours: _____ Salary: _____

Reason for leaving: _____

_____

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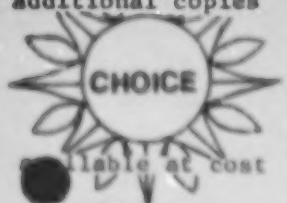

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WORK EXPERIENCE (cont.)

Employer: _____

Address of business: _____

Supervisor: _____ Position: _____

Responsibilities: (List big responsibilities first).

_____

_____

Dates employed: from _____ to _____

Hours: _____ Salary: _____

Reason for leaving: _____

_____

REFERENCES

Employers want to make sure that you are reliable and trustworthy, so they often contact people who know you. These people are your REFERENCES. Write the names, job titles, addresses, and telephone numbers of the people who can put in a good word for you. If you can, name people who have responsible jobs in your community such as teachers, shop managers, or police officers. Never use a family member as a reference. Always check with the people you want to use as references before using their names. List three references below.

Name: _____ Position: _____

Address: _____ Telephone #: _____

Name: _____ Position: _____

Address: _____ Telephone #: _____

Name: _____ Position: _____

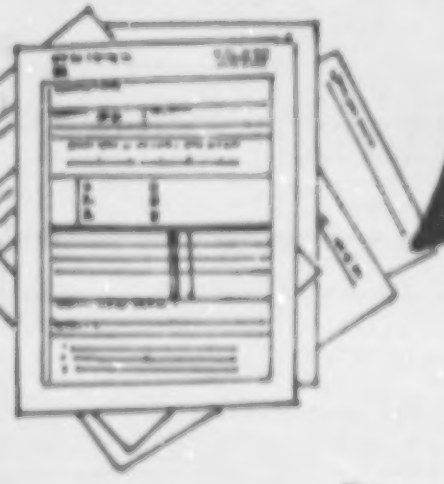
Address: _____ Telephone #: _____

USE YOUR FACT SHEET TO HELP YOU FILL OUT

JOB APPLICATIONS

Now that you've completed your employability fact sheets, you are ready to fill out a sample job application.

1. Fill out the sample application on pages O-7 and O-8 lightly in pencil first.
2. Check for neatness and mistakes. Ask your teacher or counselor to double check.
3. Then, use blue or black ink to fill the application out.
4. Don't leave any blank sections. If a question does not apply to you, write "NA" (which means "does not apply") at the beginning of the space or draw a line completely through the space.



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SAMPLE

JOB APPLICATION

PERSONAL

NAME _____ TELEPHONE # _____
(Last) (First)

ADDRESS _____
(Street) (City) (State) (Zip Code)

SOCIAL SECURITY # _____ DATE OF BIRTH _____
(Month/Day/Year)

CITIZENSHIP _____ MARITAL STATUS _____

VETERAN STATUS _____ NO. OF DEPENDENTS _____

ANSWER THE FOLLOWING QUESTIONS BY CHECKING "YES" OR "NO." IF YOUR ANSWER TO ANY IS YES, GIVE A DETAILED EXPLANATION BELOW.

HAVE YOU ANY PHYSICAL DEFECT, DISEASE OR DISABILITY? YES ☐ NO ☐

HAVE YOU EVER HAD ANY MENTAL OR NERVOUS DISEASE, OR BEEN A PATIENT IN AN INSTITUTION FOR THE TREATMENT OF A MENTAL DISORDER? YES ☐ NO ☐

HAVE YOU EVER BEEN DISMISSED (FIRED) FROM ANY JOB? YES ☐ NO ☐

HAVE YOU EVER BEEN ARRESTED FOR OR CONVICTED OF ANY VIOLATION OF THE LAW EXCEPT MINOR TRAFFIC VIOLATIONS? YES ☐ NO ☐

REMARKS: _____

IN CASE OF EMERGENCY, NOTIFY

NAME _____ TELEPHONE # _____

ADDRESS _____

RELATIONSHIP _____

EDUCATION

NAME AND ADDRESS OF SCHOOL	DATES ATTENDED	LAST GRADE COMPLETED	DEGREE/LICENSE
ELEMENTARY SCHOOL			
HIGH SCHOOL			
VOCATIONAL SCHOOL, COLLEGE			
OTHER SCHOOLS, TECHNICAL TRAINING, SPECIAL COURSES			

WORK EXPERIENCE

NAME, ADDRESS, & BUSINESS OF EMPLOYER, NAME OF SUPERVISOR.	DATES EMPLOYED	TITLE & DUTIES OF YOUR POSITION	WEEKLY SALARY
NAME	FROM		
ADDRESS			
BUSINESS	TO		
SUPERVISOR			
NAME	FROM		
ADDRESS			
BUSINESS	TO		
SUPERVISOR			
NAME	FROM		
ADDRESS			
BUSINESS	TO		
SUPERVISOR			

DO NOT WRITE BELOW THIS LINE

INTERVIEWER'S REMARKS

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What Is A Resumé?

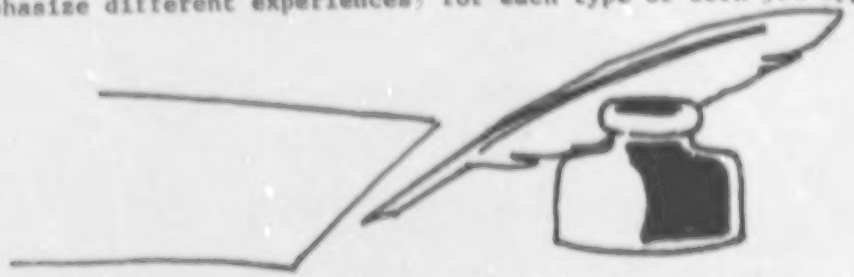
A resumé is a summary of your experiences and employability strengths. You will give it to a prospective (possible future) employer when you are interested in a job. Resumés are required for many jobs, and preparing a resumé which is not required shows an employer that you care about getting the job, and that you are willing to spend some extra time working toward your goal. This makes a good first impression!

If you are filling out a job application, why write a resumé?

Job applications are designed for the employer's convenience. Every application is the same, and job applications leave little room for individuals to show how they are different or special. You design your own resumé to present your best qualities and assets in ways that show your employer why YOU ARE THE RIGHT PERSON FOR THE JOB. A resumé should tell your employer these four things:

1. what you have done,
2. what you can do,
3. what you are interested in, and
4. what kind of job you want.

Since a good resumé emphasizes experiences you've had which make you suited for a particular type of work, you may want to write a different resumé (to emphasize different experiences) for each type of work you apply for.



Read the sample resumés on the next two pages. Then read the instructions on page 0-12 to prepare you for writing your own.

SAMPLE RESUME

Geneva Dobbs
Rt. 3, Box 72
Wallkill, New York 12589
Telephone: (914) 895-8773

POSITION DESIRED: Youth Counselor

PERSONAL INFORMATION:
Birthdate: 3/17/64
Marital Status: Single
Height: 5'Y"
Weight: 105 pounds
Health: Excellent

WORK HISTORY:

Part Time:
3/79 - present
Volunteer at weekly Girl Scout meetings: Supervised games and activities.

Full Time:
summer 1980
Counselor for Handicapped Children: Assisted in recreation, food, and evening chores of 10 wheelchair-bound teenagers.

EDUCATION:

1977-Present
Wallkill High School,
Wallkill, New York 12589
General Courses: Math, English, Science, Social Studies.

HOBBIES AND INTERESTS: Reading, swimming, crafts, 4-H Club member, photography.

SPECIAL SKILLS: Typing, Junior Lifesaving Certificate, Basic First Aid Certificate

CAREER GOALS: Work with children in a teaching capacity. College education.

REFERENCES:

Ms. Virginia Hamill, English Teacher
Wallkill High School
Wallkill, N. Y. 12589 (666) 354-2121

Mr. James Palmer, Guidance Counselor
Wallkill High School
Wallkill, N. Y. 12589 (666) 397-9964

SAMPLE RESUME

Samuel B. Weeks
76 Oak Street
New Paltz, New York 12561
Telephone: (914) 255-2314

OCCUPATIONAL GOAL:

Automotive Mechanic

EDUCATION:

New Paltz High School
New Paltz, New York 12561
Graduated 6/79

COURSE WORK:

English
Social Studies
Mathematics
Wood Shop
Automotive Shop
Mechanical Drawing I and II
Metal Shop
Electrical Shop

CLASS RANK:

Top third of class in shop courses.

EXTRACURRICULAR ACTIVITIES:

Track Team
Soccer Team
Photographer for school newspaper, The Eagle.

HOBBIES:

Photography
4-H Club, Tractor Division

WORK EXPERIENCE:

June 1979 - Present — Harvey's Service Center, 22 Main Street, New Paltz, New York 12561, Gas Attendant

Summer 1978 — West Street Automotive, 45 West Street, New Paltz, New York 12561, Car Washer and General Errand Boy

REFERENCES:

Mr. C. P. Harvey, Manager
Harvey's Service Center
22 Main Street
New Paltz, N. Y. 12561 (452) 331-4577

Ms. Joyce Kellogg, Owner
West Street Automotive
45 West Street
New Paltz, N. Y. 12561 (452) 355-7888

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Follow These Steps To Prepare Your Resume'

1. Before you begin writing, decide on a job you want, and look over your fact sheets carefully.

2. Begin writing your resume. Include your name, address, and phone number in the heading of your resume.

3. Name your "occupational goal" or "position desired" (the job you want).

4. Describe your experience. Include categories from your fact sheet like Education, Work Experience, Special Interests, and Hobbies.

5. List categories such as Special Training, Travel, Volunteer Work, or General Career Goals which will help you show how you are special and right for the job. Include skills you've learned which will help you perform the job well, and list any honors you've been awarded.

6. List references, including job titles and phone numbers, or state that references are "available upon request."

7. Write a rough draft of your resume' on the next page. Check it over for misspellings and mistakes, and ask your teacher or counselor to double-check.

8. TYPE YOUR RESUME or have someone else type it for you. Typed information is easier to read than handwritten information, and it looks better. Employers will look <u>first</u> at what looks <u>best</u>.

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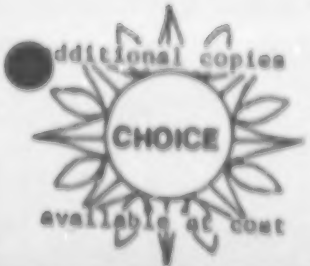
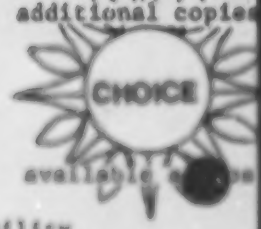
WRITE A ROUGH DRAFT OF YOUR RESUME



✓ Check Yourself



Now that you've written a resumé, use this checklist of employability skills to help you evaluate (judge) how ready you are for success in the working world. If you are honest with yourself, you may learn about your employability strengths, and about the skills you need to work on. Use this book to help you work on these skills.

HOW OFTEN DO YOU PRACTICE THESE EMPLOYABILITY SKILLS?	**Almost Always** This is one of my employability strengths.	**Sometimes**	**Never** I need to work on this skill.
1. I dress appropriately for the job I'm doing.			
2. I get to school or work regularly and on time unless I have a good excuse.			
3. I call people who depend on me when I'm going to be late, or if I'm not going to show up.			
4. I keep my word.			
5. When people ask me for help, I lend a hand if I can.			
6. I say "thank you" when someone does me a favor.			
7. I make sure I understand what's expected of me before I begin a job or project.			
8. When I'm working on something, I try to do my best.			
9. I ask people to help me when I'm working toward a goal.			
10. I read about things I need to know in order to do good work.			
11. I think about my past experiences when making a decision or setting a goal for myself.			
12. I keep my personal fact sheet up-to-date.			
13. I fill out applications and forms neatly and accurately.			
14. I can describe the skills I use, and the tasks I perform at each job I do, when asked.			
15. I learn all I can from each job I do.			

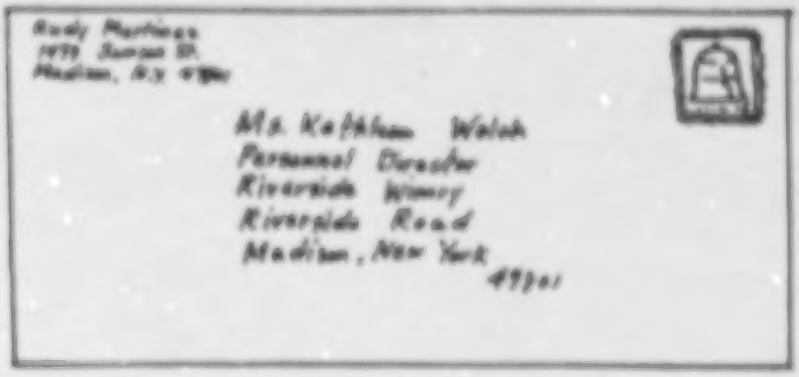
A 'COVER LETTER' OF INTRODUCTION

A "cover letter" of introduction should always accompany a resumé which is sent through the mail. Your cover letter will let an employer know a little more about you, and it's your opportunity to ask for an interview.

There are two types of cover letters:

Send one type to an employer who has advertised an available position.

Send another type to a place which interests you, but which is NOT advertising for employees. You can find the names of such work places in the Yellow Pages of your phone book, in libraries, in guidance offices, on bulletin boards. Keep your eyes open!



Your cover letter is usually your introduction to an employer, so make this first impression a good impression. A neat cover letter shows an employer that you have good work habits (that you're careful about appearance and detail), which is an important employability skill. Read the sample cover letters on the next two pages, and follow the steps below to prepare your own cover letter of introduction.

1. Find out the name of the person who does the hiring. Address your letter to this person.
2. Write neatly in ink, or type, on unlined paper. If you choose to write the letter by hand, put lined paper underneath the paper you're writing on, so that you can see the lines beneath. That way, your handwriting will not tilt up or down.
3. Ask someone to check your letter carefully for spelling and grammar mistakes. This letter should be perfect.
4. Use correct business letter form. Use the sample letters as models.
5. Make sure your letter doesn't ramble on. It should be short and businesslike (to the point).

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A SAMPLE COVER LETTER

Rd 8 Box 496
Dexham, Missouri 86642
September 3, 1981

Mr. Frank Webelo
Webelo Farm Equipment
471 Lucas Avenue Turnpike
Dexham, Missouri 86642

Dear Mr. Webelo:

I'm appling for the job of "farm equipment saleswerker" which you advertised in the Dexham Free Press on September 3rd.

I recently earned my high school equivilency diploma, and as you can see from my resume', I've beeh using and repairing farm equipment for more than 4 years. I have been an active member of the Dexham 4-H club for 5 years. I believe that this 4-H experience will be helpful to me in sales, as I have given many presentations and demonstrations yearly at County Fairs.

I enclose a copy of an ariticle from a local newspaper which describes an award ceremony in which I recieved a blue ribbon in 1980.

I'm sure I could do a good job for you as a "farm equipment saleswerker." I would appreciate an interview with you at your convenience. I can be reached by phone at 558-8893.

Sincerely
Theresa Findall

Theresa Findall

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A SAMPLE COVER LETTER

1499 Elm Street
Madison, New York
Tel. (912) 469-8113
June 29, 1981

Ms. Kathleen Welch
Personnel Director
Riverside Winery
Riverside Road
Madison, New York

Dear Ms. Welch:

I am 18 years old and have just completed my junior year at Madison High School. I'm very interested in working at your winery as a tour guide this summer.

As you can see from the resume' attached to this letter, I've had sales experience. And though I've never guided tours before, I've been told I'm "good with people." The fact that I speak Spanish may also be an asset to your winery.

Besides guiding tours, I am very interested in learning about wine making and storage. If you have an opening, I would appreciate an interview at your convenience. I can be reached by telephone at (912) 469-8113.

Sincerely,
Rudy Martinez
Rudy Martinez

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Cover Letter Continued

DID YOU NOTICE?

The first sample cover letter was written in response to a HELP WANTED ad. Theresa mentioned

1) the title of the position she's interested in, and

2) where she saw the ad.

The second sample letter shows interest in a job at a winery which has not advertised for a tour guide, so Rudy

1) expresses his interest in working at the winery, and

2) mentions the position he feels qualified to fill.

I really hadn't thought of hiring a new employee. But this letter is neatly written and Rudy Martinez sounds interested and sincere. I'll give him a chance and call him in for an interview.

NOW IT'S TIME FOR YOU TO WRITE A COVER LETTER OF INTRODUCTION.

Look over your resumé and bring it up to date. Then use your resumé to help you write a good cover letter. Use your cover letter to emphasize the strong points of your resumé, the parts which show that you are qualified for THIS job.

Write a rough draft of your cover letter on the next page, and ask someone to correct the mistakes. Then copy it over or type the letter and attach it to your rough draft. You can use it as a model for the cover letters you write in the future.

Don't forget to ask for an interview, and leave your telephone number if possible.

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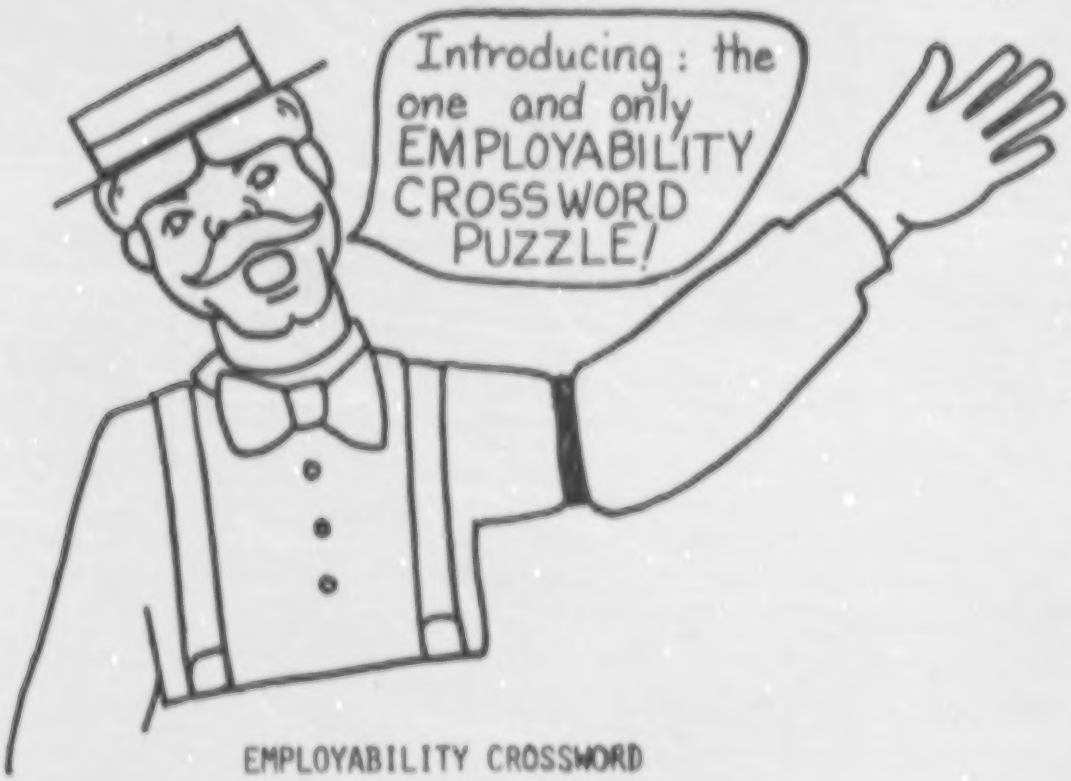
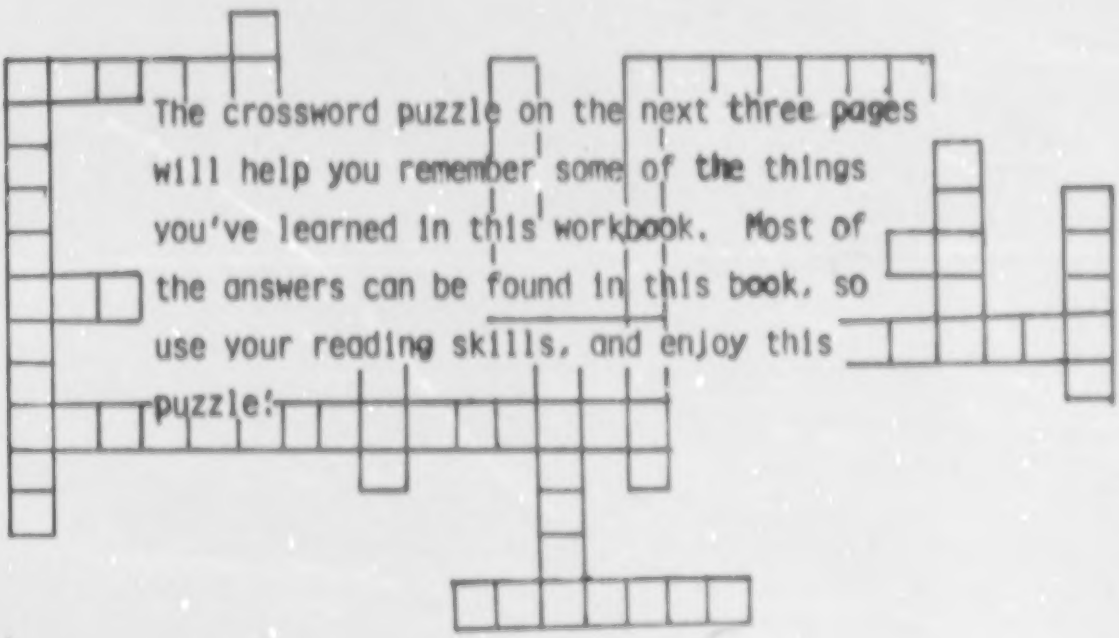
WRITE YOUR COVER LETTER HERE.



EMPLOYABILITY CROSSWORD



The crossword puzzle on the next three pages will help you remember some of the things you've learned in this workbook. Most of the answers can be found in this book, so use your reading skills, and enjoy this puzzle!

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ACROSS

1. Something you need before you apply for a job. It comes on a card.(3 words)
11. A note that says you owe money.
12. A small child, but not a baby goat.
13. Three types of resources are reading, experience, and _____.
15. The opposite of yes.
16. Not on time.
17. One's work or profession.
22. One who is worshipped.
24. Punctual.
25. A _____ can write you a letter of recommendation.
26. A _____ holds back water.
28. A newspaper job listing.
29. A list of facts.(2 words)
31. A reference book which shows maps of the world.
34. May be a nanny or a billy.
35. Another way of saying "aptitude test."
37. Family; _____folks.
38. Two, too, ____.
42. Past tense of #84 DOWN.
44. A form filled out when seeking employment.(2 words)
47. Physical education class is held here.
49. Brian Royce's initials.
51. Money paid on a regular basis for work done.
52. Special school office where students can get advice.
55. A golfing term: _____ for the course.
57. Ursula Land's initials.
58. Dressing appropriately for the job you're doing is a _____ _____ skill. (2 words; see page 15, WK-1)
59. A fact sheet which describes your past work and educational experiences. You'll use it when looking for a job.
61. Same as #15 ACROSS.
66. Being somewhere every day. (2 words)
70. Initials used in filling out forms. They mean "does not apply."
72. Past tense of lead.
74. The place where one is; one's job.
76. A reference book full of facts, usually in sets or volumes.
80. Use the phone.
83. Former, before.
86. Black gold.
88. ___,re,mi.
89. Same as #57 ACROSS.
90. An upper limb.
92. Knowledge or facts; where you dial to find an unknown phone number.
94. A unit of measure equal to 5,280 feet.
95. A soft drink or type of coal.
97. Employers want workers with good work _____.
99. A man's title of respect. Rhymes with "her."
100. Tumble over and over.
102. A series of classes.
104. Special school for occupational training.
105. Finale. (2 words)

DOWN

1. On-the-job abilities and duties. (3 words)
2. Card _____ . A place to look up authors and titles.
3. Another name for "interest test." See 35 ACROSS. (2 words)
4. One who hires.

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DOWN (continued)

5. A tear in your pants.
6. Something to wear with a suit.
7. "I" in Spanish.
8. A squirrel eats this.
9. A useful resource when lost.
10. #25 ACROSS can give you a good one.
14. This can be crescent, new, or full at different stages.
18. Short for "raccoon."
19. Walk back and forth.
20. Same as #38 ACROSS.
21. Book which lists words and their definitions.
23. To be ____ not to be...
27. It makes bread rise.
28. Abbreviation for "weight."
29. Another word for "application."
30. Where you work is your work _____.
32. Special language, slang.
33. Article; a, ___, the.
36. Dorothy's dog in The Wizard Of Oz.
39. Striped _____ is a good fish to eat.
40. Where many books are kept.
41. Past tense of "eat."
43. Opposite of P.M.
45. Opposite of "push."
46. When tears fall, you ____.
47. What you aim for.
48. Everything that's ever happened to you.
50. Something you do every morning.
53. A type of mop.
54. Someone who gives advice. Goes with #52 ACROSS.
56. Strange.
60. Angry.
62. Bigger than a mouse.
63. Aid.
64. Opposite of "subtracts."
65. Pat Nolan's initials.
67. Short for "advertisement."
68. Gives you light.
69. Gas lights used in advertising signs.
71. A reward of working. Wage.
73. A bone that rhymes with "flip."
75. Opposite of "short."
77. A hat.
78. What schools offer students.
79. The empty spaces on an application.
80. Most villages, towns, and cities have a Chamber of _____.
81. Two vowels; not e, o, or u.
82. Guidance counselors can give you good _____.
84. Faster than a jog.
85. One of Santa's helpers.
87. A kind of marital status.
91. Write down information. Something you play on a turntable.
92. Used in pens for writing.
93. Recording Company of America's initials.
96. And so on, abbreviation.
97. A cap.
98. "Sun" in Spanish.
100. Same as # 84 DOWN.
101. Linda Smith's initials.
102. Oliver Ellis's initials..

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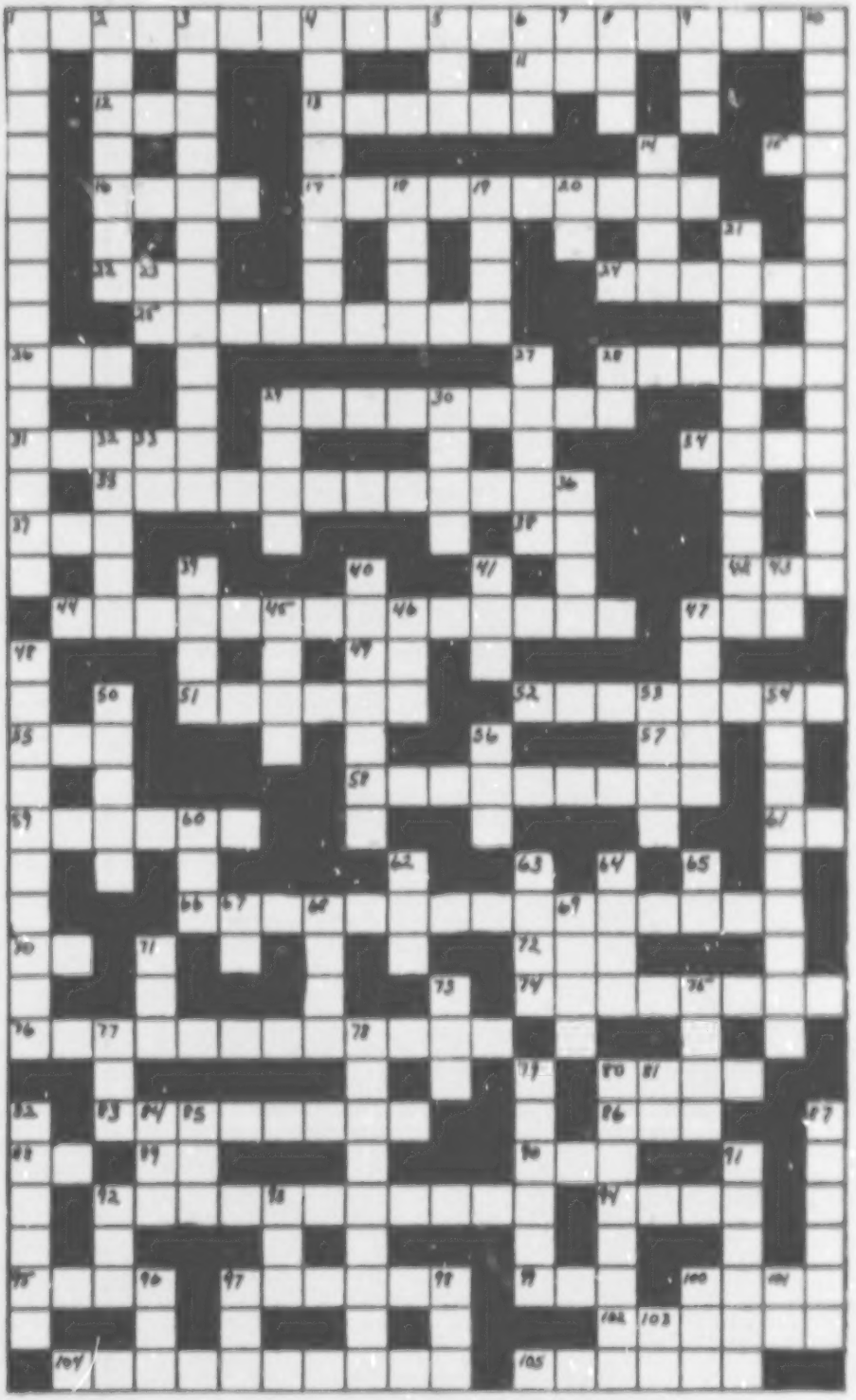

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(Answers on page 74.)

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Solution to puzzle on page 73.

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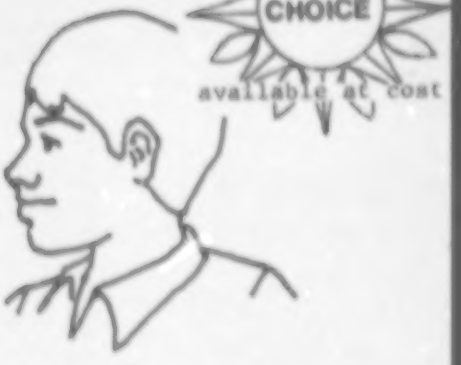

It really pays to learn about yourself. When you know what your interests and values are, you have a good chance of finding work you enjoy.

ASK YOURSELF THESE QUESTIONS:

WRITE THE ANSWERS BELOW

Which of my skills am I proudest of?

_____

Which skills would I like to practice daily by working at a paid job? Name job(s).

_____

_____

What are my favorite things to do?

_____

What are some things I'd like to learn more about during the next few years?

_____

_____

What would I like my life to be like 10 years from now?

_____

_____

_____

_____

WORK-RELATED VALUES

NUMBER THE WORK-RELATED VALUES LISTED BELOW IN ORDER OF THEIR IMPORTANCE TO YOU.

___ security	___ having many responsibilities	___ money
___ prestige	___ being around other people	___ being busy
___ learning new skills	___ independence	___ personal satisfaction

CAN YOU NAME AN OCCUPATION THAT WOULD HELP YOU PUT THE THREE HIGHEST RANKING VALUES INTO ACTION? _____

Military Life
Education
Medicine
Social Work
Science
Business & Office
Art
Construction
Administration
etc.

Learn More About Yourself: Take An Aptitude Test

One way of learning more about yourself is to take an interest or aptitude test. Ask your teacher or guidance counselor for one of these tests right now. On the lines below, write down some of the things the aptitude test helped you learn about yourself, or just write down some of the things you thought about (in relation to your career) while you took the test.

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Know About The Working World

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When you know what you want from a job, start looking in lots of different places for the type of work that will satisfy you.

How To Find Job Related Information You Need

Let READING, other PEOPLE, and your own EXPERIENCE be your resources!

Read

Yellow Pages of your phone book to find the names, addresses, and phone numbers of employers.

Microfiche containing information about available jobs in your community. Microfiche (pronounced my-kro-feesh) is found at employment agencies and at job information centers in schools and libraries.

Trade and professional journals (magazines) such as Ceramics Monthly or Popular Mechanics to find out about employment trends and opportunities in your field of interest.

Civil Service announcements in newspapers, town halls, post offices, and employment agencies. (Civil Service work is government work. First, an exam is taken, and those with the highest scores receive available jobs.)

Reference pamphlets and books such as Encyclopedia Of Careers to learn about various occupations.

Newspaper HELP WANTED ads.

Visit

Work places in your area. Walk the pavement and ask questions for first-hand information.

Job information centers in libraries and schools.

Enlistment representatives from the armed forces.

Labor union offices, especially if you're interested in learning a trade through an apprenticeship program (a chance to earn while you learn). See section A of this book.

Employment agencies.

Use This Book

To learn more about public and private employment agencies.

To learn more about newspaper HELP WANTED and POSITION WANTED ads.

EMPLOYMENT AGENCIES

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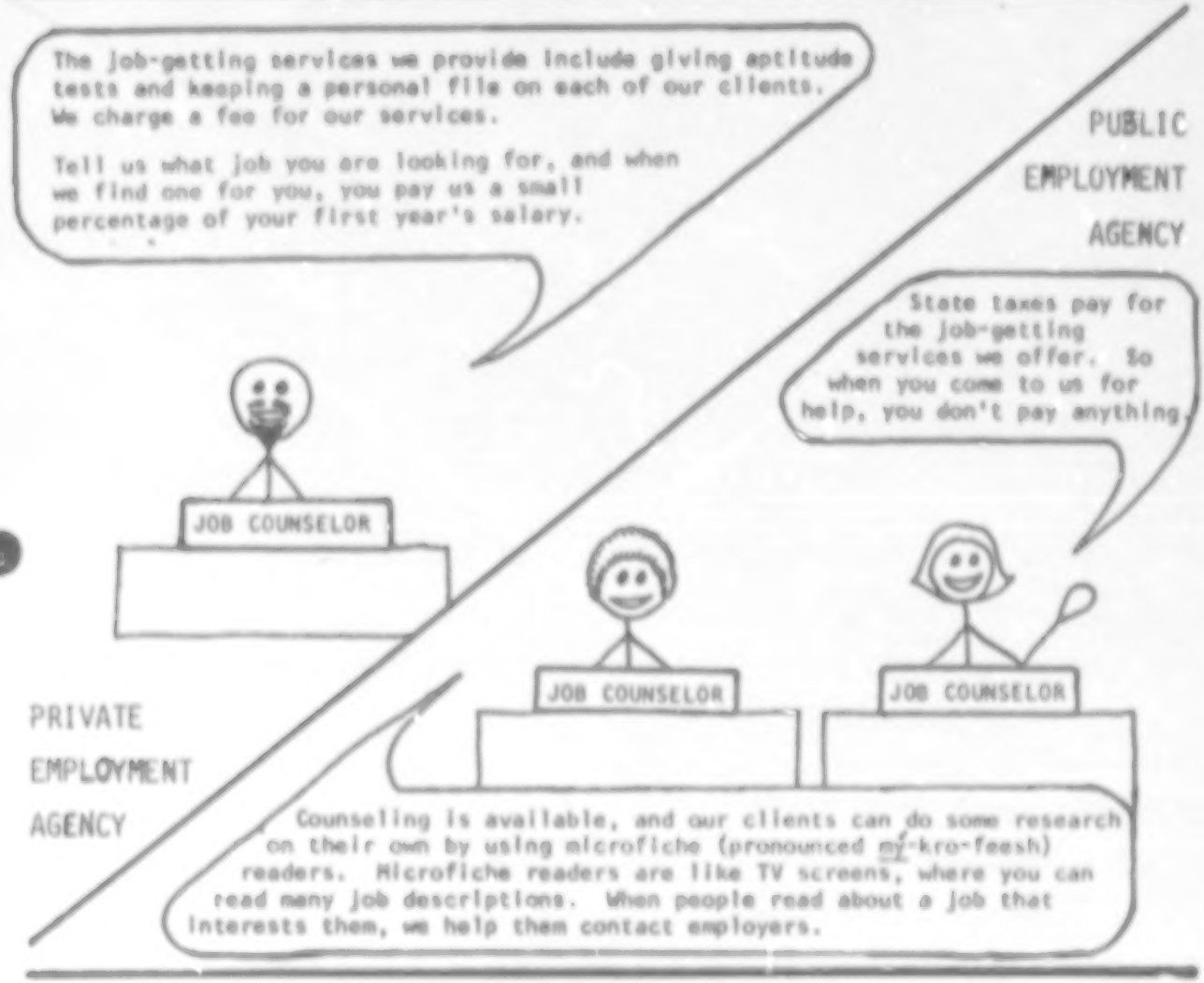
Public and private employment agencies are important job-getting resources. Job Counselors work at both types of agencies to help you find work that's right for you. Counselors do this by asking you questions about yourself. They may also give you forms to fill out, or aptitude tests similar to the ones that guidance counselors offer.


The job-getting services we provide include giving aptitude tests and keeping a personal file on each of our clients. We charge a fee for our services.
Tell us what job you are looking for, and when we find one for you, you pay us a small percentage of your first year's salary.
PUBLIC EMPLOYMENT AGENCY
State taxes pay for the job-getting services we offer. So when you come to us for help, you don't pay anything.
JOB COUNSELOR
JOB COUNSELOR
JOB COUNSELOR
PRIVATE EMPLOYMENT AGENCY
Counseling is available, and our clients can do some research on their own by using microfiche (pronounced my-kro-feesh) readers. Microfiche readers are like TV screens, where you can read many job descriptions. When people read about a job that interests them, we help them contact employers.

MICROFICHE

Below is an example of one of the hundreds of job descriptions available to you on microfiche. Notice that the description includes 1) job title, 2) whether the job is full-time or part-time, 3) the number of days to be worked, 4) hourly wage, 5) training and experience needed, and 6) on-the-job tasks.

1) STOCK CLERK
2) FULL-TIME, NIGHTS
3) T,W,T,F,S
4) $5.75 PER HOUR
   PAID WEEKLY
5) EDUCATION: HIGH SCHOOL
   EXPERIENCE: 2 YEARS
6) ORDER STOCK
   PRICE ITEMS
   SET UP DISPLAYS

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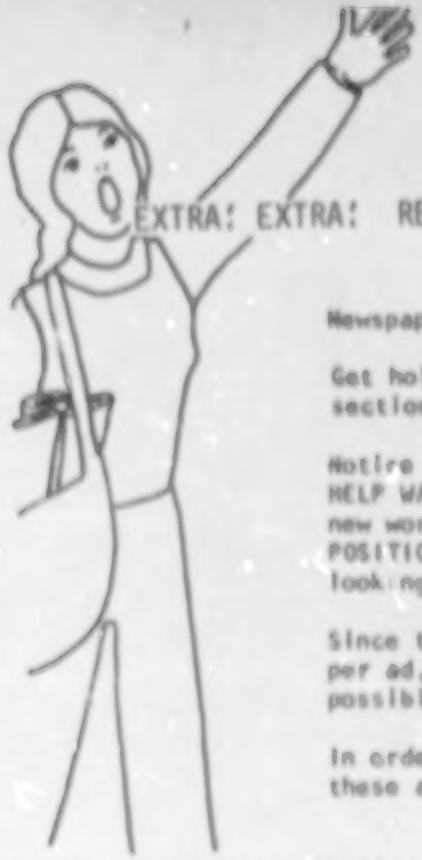

NEWSPAPERS

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EXTRA! EXTRA! READ ALL ABOUT IT: JOB-GETTING INFORMATION! EXTRA!

Newspapers are an important job-getting resource.

Get hold of a newspaper NOW, and turn to the "classified" section.

Notice the two different kinds of job-getting ads:
HELP WANTED ads are paid for by employers who are looking for new workers.
POSITION WANTED ads are paid for by people like you who are looking for work.

Since the cost of newspaper ads depends on the number of words per ad, the people who pay for the ads try to be as brief as possible.

In order to save space, newspapers abbreviate the words in these ads.

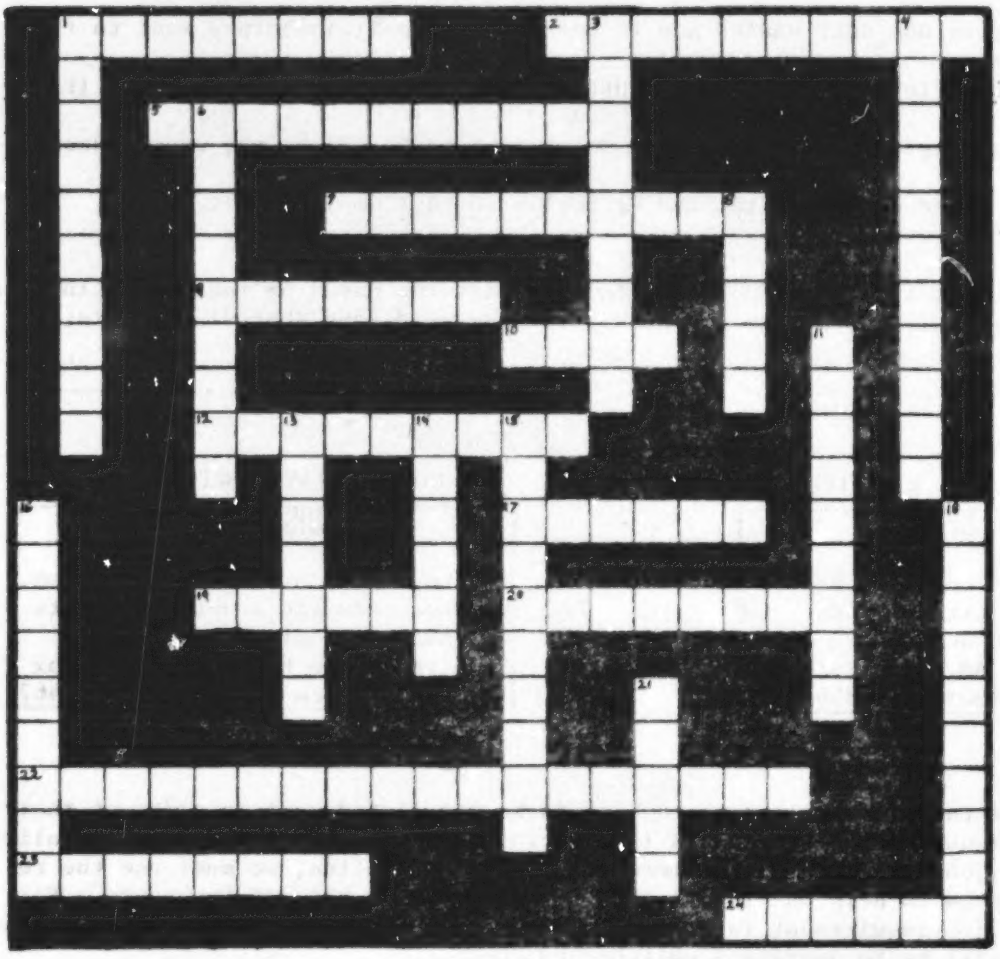
Look below. Read the list of words which are usually abbreviated in want ads.

Then check out the crossword puzzle on the next page. How many abbreviations can you recognize without looking back to check your answers?

SOME WANT AD ABBREVIATIONS

a.m. morning
ans. answer
appt. appointment
asst. assistant
attr. attractive
bkgd. background
bldg. building
bus. business
clk. clerk
co. company
coll. college
comm. commission
corp. corporation
dept. department
dir. director
drv.lic. driver's license
eqpt. equipment
etc. and so on
eves. evenings
exc. excellent
exp. experience
ftr. future
gd.sal. good salary
grad. graduate
hosp. hospital
hr. hour
hrly. hourly
h.s. high school
hskpr. housekeeper
hswk. housework
ind. industrial
intrvw. interview
lt. light
mach. machine
manuf. manufacturing
mech. mechanic, mechanical
M/F male or female
M-F Monday through Friday
mgr. manager
mo. month
nec. necessary
oppt. opportunity
pd. paid
p.m. afternoon or evening
perm. permanent
pref. prefer
refs. references
rel. reliable
sal. salary
secy. secretary
sh. shorthand
stdnt. student
swbd. switchboard
tech. technical
temp. temporary
trans. transportation
trnee. trainee
typ. typing
wk. week
wpm. words per minute

WANT AD CROSSWORD



ACROSS

1) bldg.
2) h.s.
5) appt.
7) ind.
9) etc.
10) wk.
12) nec.
17) ftr.
19) pref.
20) rel.
22) p.m.
23) dir.
24) hrly.

DOWN

1) bkgd.
3) intrvw.
4) oppt.
6) perm.
8) lt.
11) eqpt.
13) coll.
14) sal.
15) ref.
16) sh.
18) gd. sal,
21) mo.

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WHAT YOU'LL FIND IN THE HELP WANTED ADS

Employers use HELP WANTED ads to describe the positions they want to fill. There are four different parts to most HELP WANTED ads. These are: 1) job title, 2) training/experience requirements and on-the-job tasks, 3) hours, wages, descriptions of work place and benefits, and 4) how to contact employer.

1) Look at the HELP WANTED ads below. Write the names of the occupations or the "job titles" of each in these spaces. You may need your abbreviation list.

#1 _____ #2 _____

BUSINESS & OFFICE

#1

SECY

M/F typ 40 wpm. Sh & swbd exp nec. Exc refs nec. Gd ftr. $150 wk start. Apply in person AM. 118 Polhouse Drive Fellowtown. 856-9576

HOSPITALITY & RECREATION

#2

COUNSELOR

for boys 9-13 at attr summer camp. Hs grad drv lic & outdoor sports exp nec. Gd sal. Meals free. Send resume to Mr. Tomast PO Box 164 Sandors New York. 957-446-7467

2) The requirements and on-the-job tasks are listed next in order of their importance. Requirements are things like training, experience, or personal qualities needed on-the-job. Tasks are sometimes listed too, but often, we must use the requirements listed to help us "infer" or "figure out" what the job tasks are. For example, if a job requirement is "switchboard experience," we can infer that one on-the-job task will be to operate a switchboard.

Look at the HELP WANTED ads above. Name <u>three</u> <u>requirements</u> for job #1.

_____

What can you infer about the <u>on-the-job</u> <u>tasks</u> at job #1?

_____

<u>Three</u> <u>requirements</u> for job #2 are: _____

_____

Name <u>two</u> <u>on-the-job</u> <u>tasks</u> you've inferred from the ad fo. job #2.

_____

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HELP WANTED ADS (cont.)

3) Sometimes, employers will also describe the job, especially things like hours, wages, and work place. In order to interest potential employees, they may also list the types of benefits (special advantages) available on the job.

Describe the salary and one benefit of the job listed in ad #1. _____

_____

Describe the work location and two benefits of the job in ad #2. _____

_____

4) The last part of a HELP WANTED ad tells you how to contact the employer, and names the person to contact as well as the address and telephone number you'll need.

In ad #1, should an interested person apply for the position in person or by mail? _____ What other information is given to help people apply? _____

In ad #2, how should an interested person apply for the position? _____

_____ What other information in the ad will help people apply for the job? _____

_____

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Do It Yourself: Read Ads

Read the HELP WANTED ads. You can find out a lot about the requirements and benefits of many jobs, and you can also learn about the kinds of work available in your community. Read the ads regularly to learn how rapidly some positions are filled. Are they still listed in the HELP WANTED section after a few days? one week? And make sure you check out the Sunday papers! That's where you'll find the most HELP WANTED ads.

Now, bring the HELP WANTED section of your local newspaper right over here. You'll be reading the ads carefully, and using the phone to find out everything you can about a job that interests you. First, find a HELP WANTED ad that interests you and can be answered by phone. Paste it in the space below.

Now, use the information provided in the ad to fill in as much as you can.

_____

POSITION, TITLE _____

WORK PLACE DESCRIPTION _____

REQUIREMENTS _____

ON-THE-JOB TASKS _____

HOURS _____ WAGES _____

WHOM TO CONTACT _____

HOW & WHEN TO CONTACT _____

OTHER NOTES _____

100

Do It Yourself: Use The Phone

Talking on the phone to learn about a job you're interested in is an important skill.

TAKE YOURSELF SERIOUSLY!

1) After filling in as many blanks as you can on the chart (page WW-8), call the number listed in the ad and ask to speak to the person named in the ad. If a name was not mentioned in the ad, ask for the name of the person who does the hiring. In a small business, this may be the manager or the owner. In larger businesses, the person who hires employees is called the "personnel manager."

2) When you hear the name of the person who's hiring, learn to pronounce it correctly. If necessary, ask to hear the name again.

3) Say that you are interested in the position advertised in the newspaper. (Name the position and the newspaper.) Explain that you have a few questions about the job. ASK QUESTIONS TO HELP YOU FILL OUT THE REST OF THE CHART ON PAGE WW-8.

4) Write down the names of the people you speak with in case you have to call back.

5) BE COURTEOUS. Thank all the people you speak with for their help.

NOW STOP AND FILL OUT THE REST OF THE INFORMATION NEEDED ON THE CHART ON PAGE WW-8. ARE THERE ANY BLANK SPACES? CALL BACK IF YOU NEED MORE INFORMATION.

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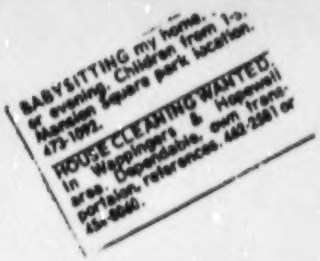
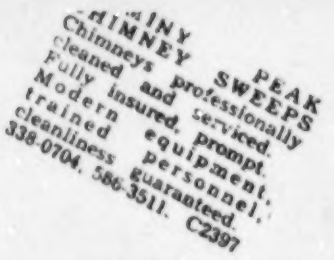
The steps we've outlined here will be useful to you when you begin looking for work.

Finding and organizing facts will help you get a job, and they are useful skills in most types of paid work.


BABYSITTING my home. Days or evening. Children from 1½. Mansion Square park location. 472-1092.
HOUSE CLEANING WANTED in Wappingers & Hopewell area. Dependable, own transportation, references. 442-2561 or 454-8640.


CHIMNEY SWEEPS
Chimneys professionally cleaned and serviced. Fully insured, prompt. Modern equipment, trained personnel, cleanliness guaranteed. 338-0704, 586-3511. C2397

POSITION WANTED ADS

People who are looking for work use POSITION WANTED ads to help them find employers. Now, you'll be writing a POSITION WANTED ad for yourself. Choose work YOU'RE INTERESTED in AND CAPABLE of. Before you decide on an occupation, think about your own experiences. What kinds of tasks do you perform at home? at school? in your community? Use your imagination. What kinds of work do you enjoy doing? Sometimes the things you enjoy doing may not seem like work, but things like "preparing food for parties" or "fixing farm equipment" are certainly useful services, and people are willing to pay for them.

Remember: The idea is to let employers know that YOU ARE RIGHT FOR THE JOB. So describe the job you want by answering the following questions in the spaces below.

1) What special skills, training, or experience do you have?

_____

_____

_____

_____

2) Where and when are you willing to work?

_____

3) What do you expect to be paid?

_____

4) How can you be contacted? (Leave a phone # for the quickest response).

_____

5) What's the job title or name of the occupation you're interested in? (You may want to look at other POSITION WANTED ads for ideas).

_____

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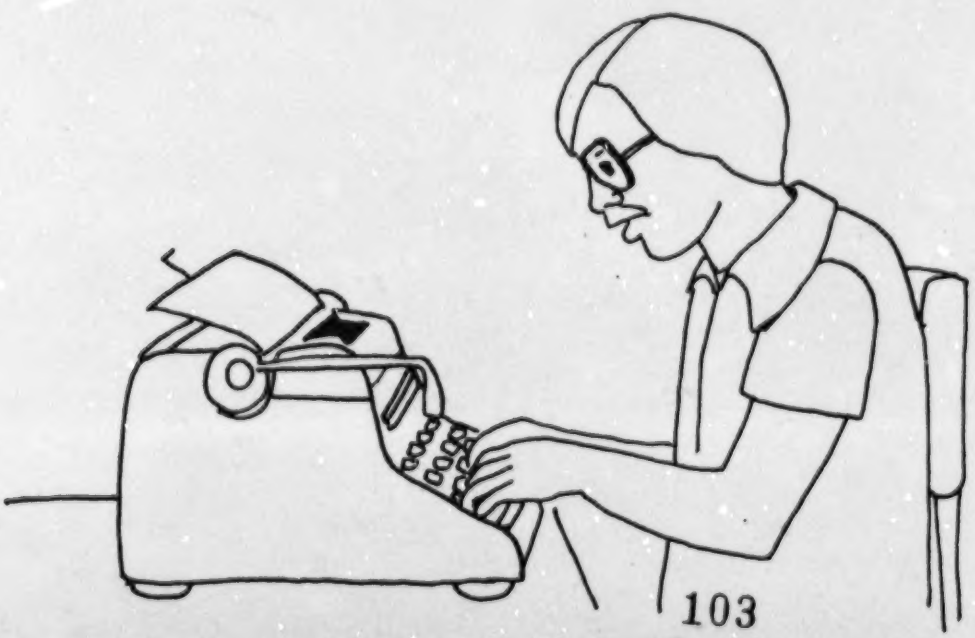
PLACE YOUR POSITION WANTED AD HERE

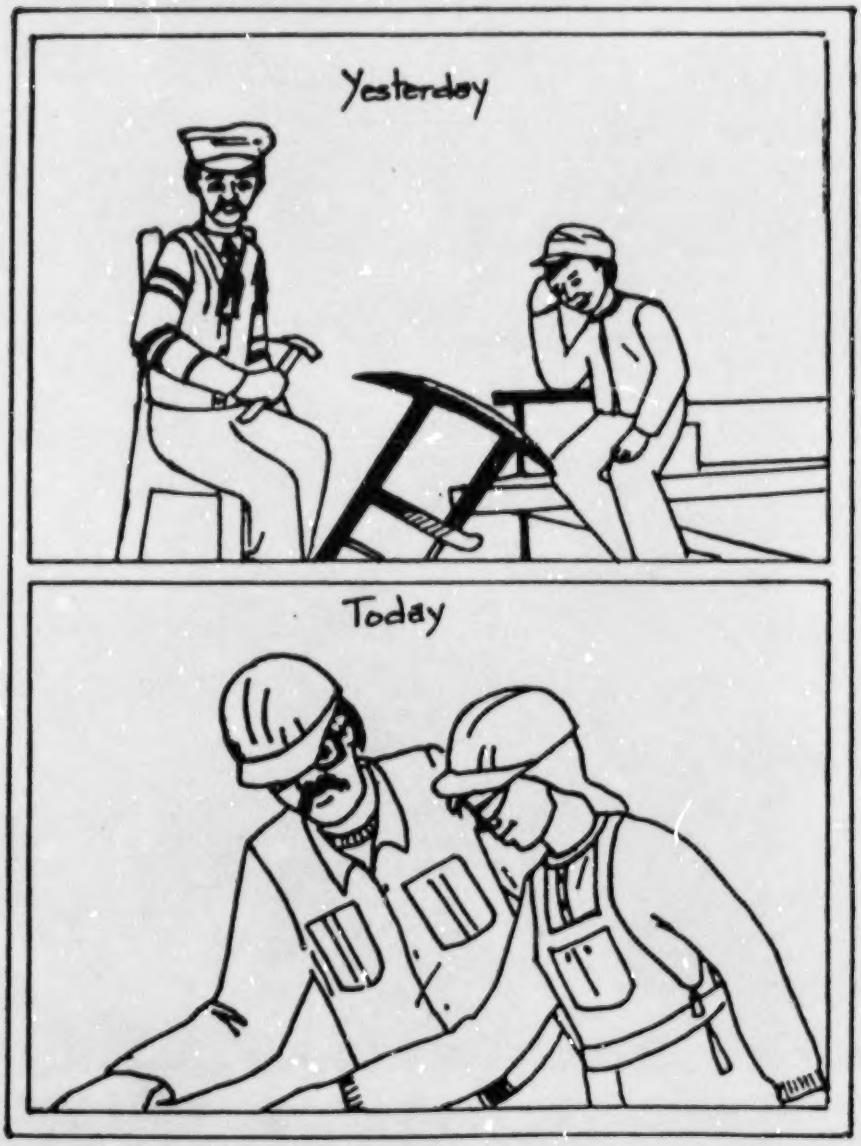
You must pay for this ad by the word, so state the answers to all questions briefly. A typewritten ad will look official. Try typing your ad on another piece of paper, and paste it below. If you wish, use abbreviations. Remember to write the job title at the top of the ad. Refer to the samples on page WW-10 if you need help on your first try.

Now, if you want this job, call your local newspaper office to find out how much you'll have to pay for the ad. Decide how long you'd like the ad to run. Then, go to the newspaper office with your ad and the money, or send your ad to the newspaper along with a check or money order. Next, wait for the phone to ring. If you're not ready to look for paid work yet, this ad will be a guide for you in the future.



APPRENTICESHIP

A time-tested way of learning a trade



FINDING OUT

Bruce and Carla are both interested in learning "trades." A "trade" is an occupation which requires understanding and performance of a wide range of skills. Both Bruce and Carla want to use their minds and their hands to perform many different skills, and they want jobs which are in demand. Their guidance counselor recommended that they find out about apprenticeship trade training by visiting "trade shops" (places where skilled tradesworkers work) or by writing away to the Bureau of Apprenticeship and Training for information.

Bruce decided to write away for apprenticeship information. You'll get to read the letter he wrote, soon. Carla decided to visit a trade shop (a general construction company) to learn about apprenticeship training. She talked with Joe (a skilled carpenter) and Martha (an apprentice carpenter). On the next two pages, you'll read about what she learned at the shop.

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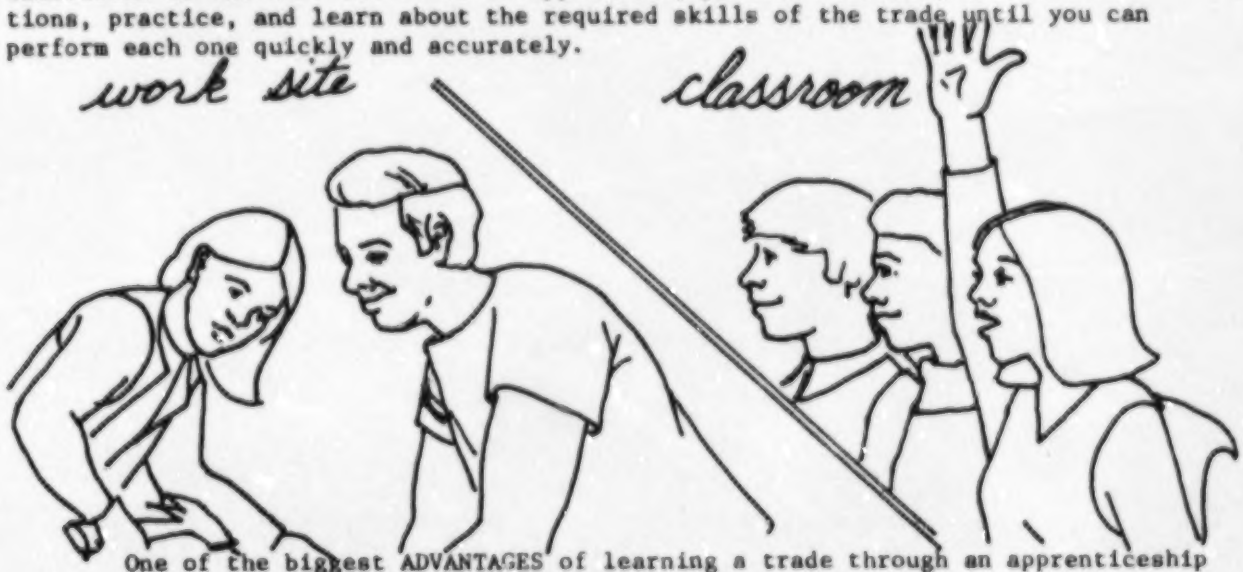
Labor Union Employer

Apprenticeship is a way to earn money while you learn the skills of a trade. Apprenticeships are available in hundreds of occupations from many work clusters including Construction, Manufacturing, Communication and Media, and Transportation. Labor Unions often join with employers to sponsor apprenticeship programs. These programs must meet high standards set by the U.S. Bureau of Apprenticeship and Training (BAT) or by State Apprenticeship Councils.

WHAT HAPPENS DURING AN APPRENTICESHIP?

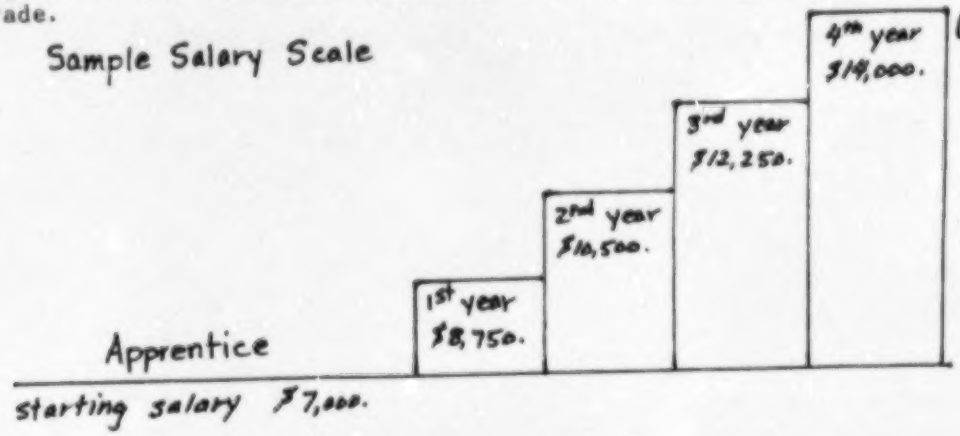
During an apprenticeship, you learn by watching and working side by side with a skilled worker at an actual work site. For every year of on-the-job training, you also get classroom training in a nearby vocational school or in classrooms at the work site. As an apprentice, you must observe, follow directions, practice, and learn about the required skills of the trade until you can perform each one quickly and accurately.



One of the biggest ADVANTAGES of learning a trade through an apprenticeship program is that the program is designed to give you a broad understanding of, and experience in, work at your trade. During an apprenticeship, you get a chance to work at many different work stations. This gives you a chance to learn many different skills, and to use your skills in new situations. When you understand how each skill relates to other skills, you have the background you need to help you solve problems on your own. This enables you to do more kinds of work, so that you're a flexible employee. Working in many areas of a trade gives you a chance to see how your job fits in with the work of other people in your career field. Any way you look at it, Apprenticeship offers you a BROAD VIEW of your trade, and PRACTICE in a WIDE VARIETY OF SKILLS.

HOW ABOUT PAY?

When you start out as an apprentice, you earn about ½ of what a skilled tradesworker makes. (Skilled tradesworkers are often called "journeymen.") As you learn and use your new skills, your pay increases according to the apprenticeship plan for advancement. When you've finished your apprenticeship, you earn a certificate (a sort of diploma) which says that you've completed a registered apprenticeship program, and that you've learned every aspect of your trade.



HOW LONG DO APPRENTICESHIPS LAST?

Some apprenticeships last only two years (cement mason, for example). But most apprenticeships last for three - five years (carpenters, plumbers, elevator repairers, etc.).

WHAT ARE THE REQUIREMENTS?

You must be at least 16 years old, and have the physical ability to perform well at the trade you learn. Many apprenticeship programs also require a high school diploma or a high school equivalency diploma.

AND WHAT ABOUT EMPLOYMENT?

Employment is always more likely for a skilled tradesworker. If you've completed a registered apprenticeship program, you'll be able to do any job that's required in your trade. Employers value your thorough training, and the problem solving experience you've gained on the job. Besides all this, they know that the training you've received is up-to-date.

Some apprentices are tempted to leave their apprenticeships before their training is completed, because they may not be earning as much money as they could elsewhere. The important thing to remember, though, is that it's worth the extra time it takes to complete an apprenticeship. As a certified journeyman, you'll have more career options, and more independence.

A SKILLED TRADESWORKER IS VERY VALUABLE ON TODAY'S JOB MARKET!

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Write Away for more information about apprenticeships

Bruce was interested in learning about apprenticeship programs available in stone masonry. He wrote to the Bureau of Apprenticeship and Training in New York to find out about masonry apprenticeship programs in his state. Read his sample letter on page A-6, and then use page A-8 to write a letter requesting information about an apprenticeship program you're interested in. Copy your letter neatly onto unlined paper, and mail it as soon as possible. If you live in New York or New Jersey, use the address given in the sample letter.

SAMPLE

14-25 Irwin Lane
Katterskill Falls,
New York 12121
March 19, 1981

Bureau of Apprenticeship and Training
Regional Office
1515 Broadway, Room 3731
New York, New York 10036

Dear Sir or Madam:

I am interested in learning the stone-masonry trade through an apprenticeship program. Please send me as much information as possible about stonemason apprenticeship programs in the state of New York.

Thank you very much.

Sincerely yours,

Bruce Willens

IF YOU DON'T LIVE IN NEW YORK OR NEW JERSEY...

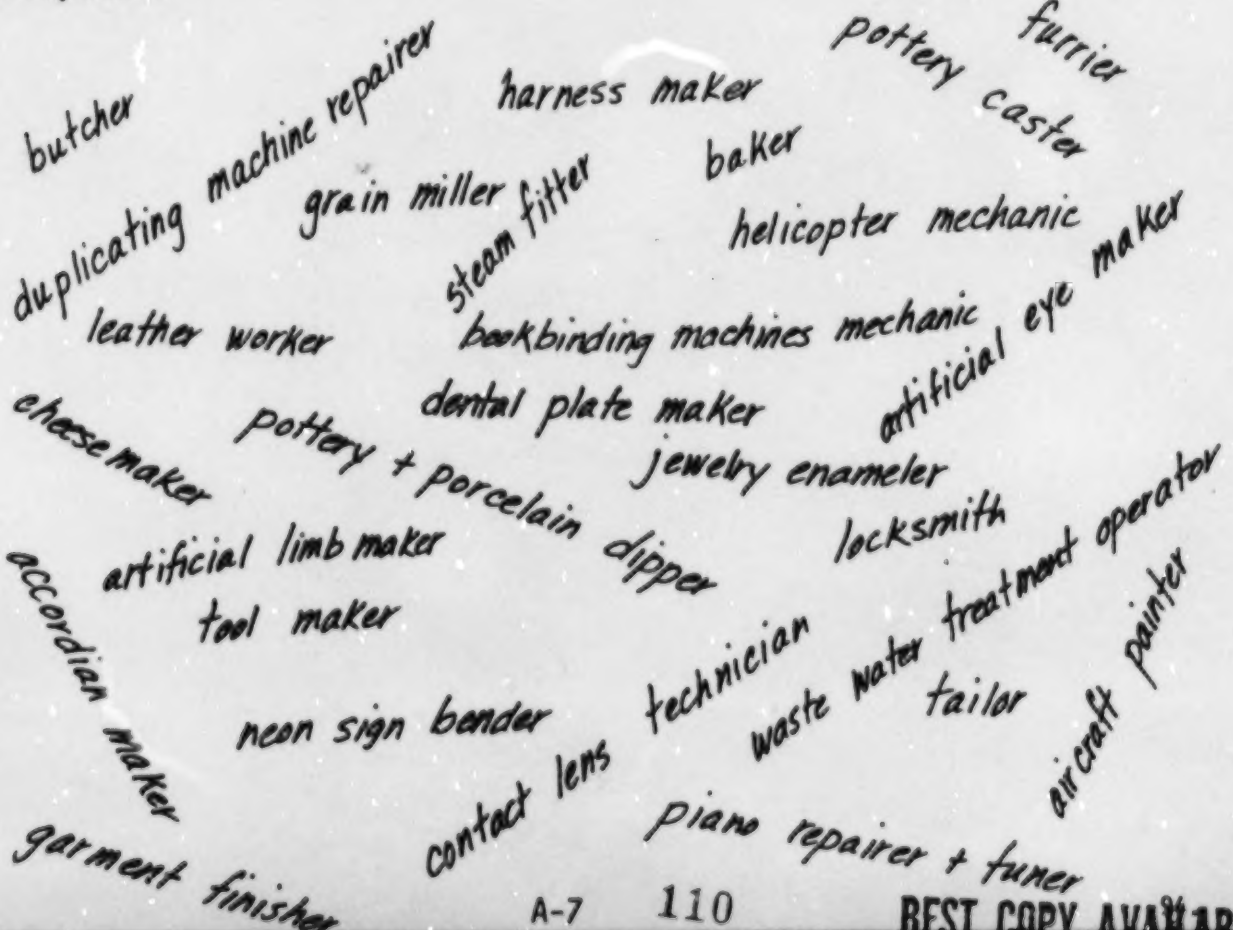
Write your letter to the BAT regional office nearest you or to your state apprenticeship agency. Ask your guidance counselor or look in the library for a copy of a pamphlet called The National Apprenticeship Program. This pamphlet lists the addresses of all the regional BAT offices as well as the state apprenticeship agencies in the U.S. If you can't find this pamphlet anywhere, write to the

Bureau of Apprenticeship and Training
U.S. Department of Labor
200 Constitution Avenue, NW
Washington, D.C. 20210.

They'll send you a free copy.

IF YOU DON'T HAVE A PARTICULAR TRADE IN MIND...

Write a letter asking for a list of apprenticeable occupations in your state. We're betting that you'll be surprised at the number and variety of apprenticeable occupations.



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WRITE YOUR OWN LETTER

requesting information about an apprenticeship program you're interested in.

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JOB INTERVIEWS

Read these pages carefully and learn about How to Succeed at Job Interviews

JOB INTERVIEWS:

MORE THAN JUST THE FACTS

The care you've taken in filling out applications and writing a good resume and cover letter may pay off by helping you get a job interview. A job interview is the last (and maybe most important) step you'll take before actually getting a job.

The interviewer (often the employer) is already interested in you because of the facts you've written in your resume, cover letter, and job application. You will be asked to discuss these facts during your interview, but facts aren't everything. Your employer is interested in hiring someone with good work habits and a positive attitude. A job interview will give you a chance to show your enthusiasm for the job as well as your mastery of work readiness skills.

Besides, an interview will give you a chance to learn more about the job you're interested in. Then, you can decide whether it's the job for you.

You'll Be Ready For Successful Interviews If You:

1) Put Work Readiness Skills into action.

2) Talk in a positive way about yourself and others.

3) Answer questions to show that you'll be an asset to the employer's business or agency.

"Protocol" means the manners and behavior accepted among people in an official group. From time to time, C.P. (short for Correct Protocol) will point out some important interview protocol.

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REMEMBER THESE WORK READINESS SKILLS?

1) DRESSING APPROPRIATELY
2) PRACTICING GOOD ATTENDANCE HABITS
3) GETTING ALONG WITH PEOPLE
4) GATHERING THE FACTS

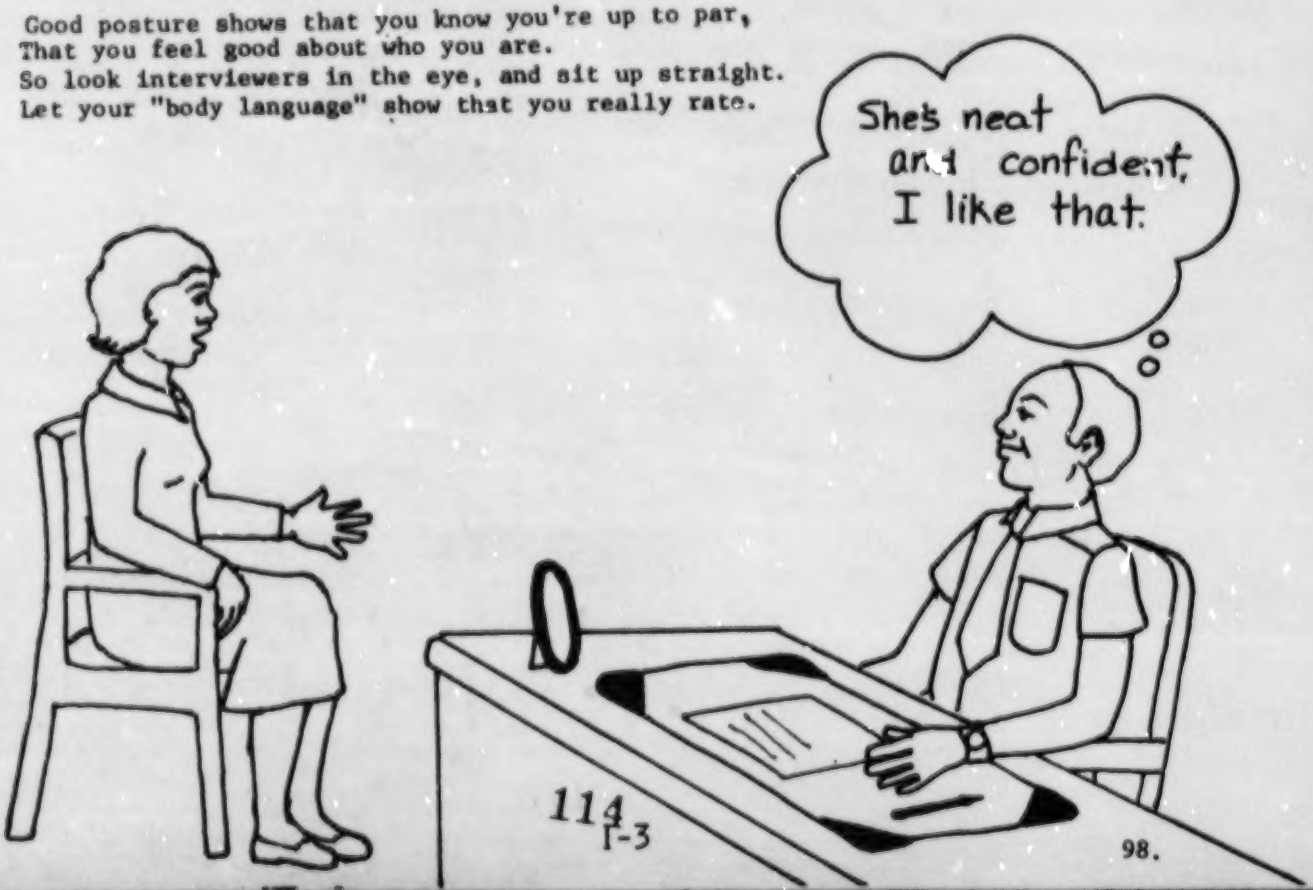
Well, each one of these skills will be useful to you when you go on a job interview.

1) DRESS APPROPRIATELY.

When you arrive at an interview, the employer's first impression of you is based on your appearance. YOUR POSTURE and THE WAY YOU DRESS say a lot about your ATTITUDE TOWARD YOURSELF and THE JOB. So...

Take a shower; prepare to look responsible and smart.
Interviewers observe closely, so give yourself a good start.
How you dress says a lot about you; dressing neatly shows that you care.
Look ready for work at your interview. Avoid heavy jewelry and faddish styles of hair.

Good posture shows that you know you're up to par,
That you feel good about who you are.
So look interviewers in the eye, and sit up straight.
Let your "body language" show that you really rate.



2) PRACTICE GOOD ATTENDANCE HABITS.

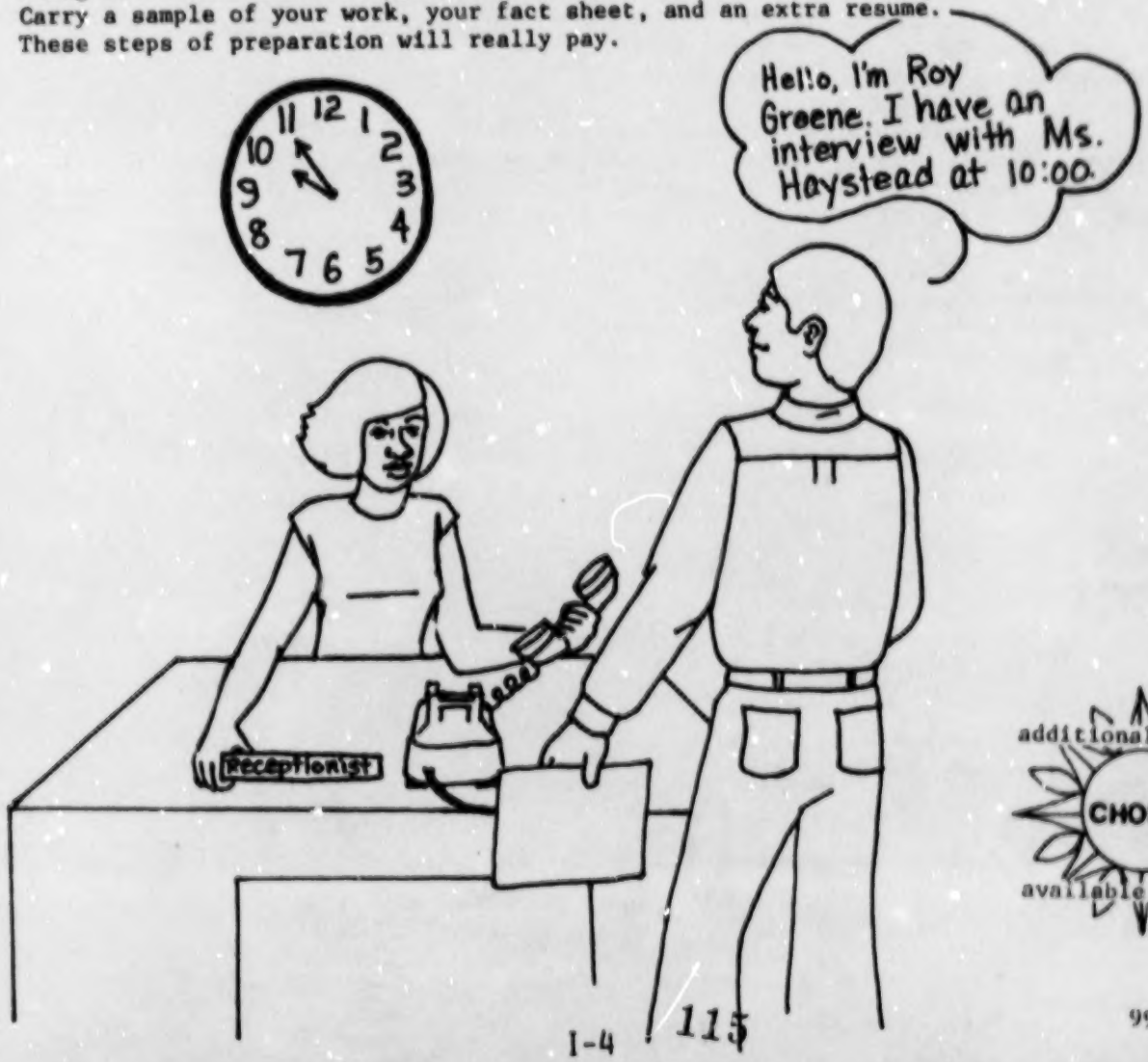
Get to the interview on time, of course, and call if you must be late, or need to reschedule your appointment. And remember...leave your friends at home.

This is YOUR interview.

Arrive a few minutes early or right on time.
Do everything you can to heed this rhyme.
If you'll be late or can't make it, call in advance.
Remember, if you don't show up, you may lose your chance.

Go alone to your interview. From friends, make a separation.
Your only companion should be careful preparation.
Being completely prepared isn't really hard;
Bring a writing pad, a pen, and your Social Security card.

Bring your working papers and your certificate of birth
Along with references from people who know how much you're worth.
Carry a sample of your work, your fact sheet, and an extra resume.
These steps of preparation will really pay.



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3) GET ALONG WITH OTHERS (SPEAK WITH RESPECT).

Language is important. The way you speak and what you say can tell an interviewer whether YOU ARE RESPECTFUL OF OTHERS and whether YOU ARE A POSITIVE PERSON (someone who tries to make the best of things). If you say negative things about your last work experience or boss, the interviewer may feel that you'll be negative about your new job too.

Jive has no place at a job interview. Speak clearly, and use titles of respect. Because of a lie, or too much slang, many chances for jobs have been wrecked. Speak the truth; don't try to fake it. If you don't know an answer, be straight. Don't complain about your old job or ex-boss. Be POSITIVE when you communicate.

Show that you can get along with people, by being polite.
Show that you can tolerate different points of view.
This is an important employability skill, one that says POSITIVE things about YOU.

Even though she was unhappy at her last job, she said only positive things about the people she worked for. That's a good quality. I like her.
Don't forget to shake hands when you meet the interviewer and when you say good-bye.

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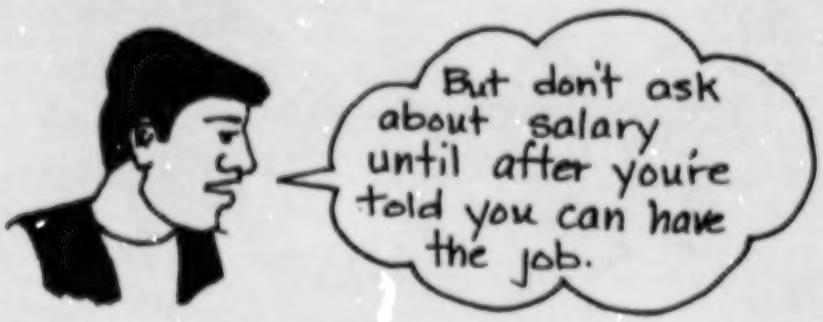
4) GATHER THE FACTS.

Enthusiasm is one of the qualities that employers value most. But enthusiasm about a job means more than acting eager. You can show your enthusiasm and interest in the job you're interviewing for by ASKING QUESTIONS that show YOU'RE PARTICULARLY INTERESTED in THIS job.

If you learn some facts before you begin,
Employers know you've taken steps to join right in.
Show enthusiasm and interest by the questions you ask
About work responsibilities, or on-the-job skills and tasks.



If you're being interviewed for a job, you already know the title of the position you're applying for. You also probably know something about the work. You may want to use resources like reading, other people, and your own experience to help you find out more.

Use the form on the next page to help you ORGANIZE THE FACTS about a job you're interested in.

1) Before going for an interview, look over the form on the next page carefully. Then, fill in as much as you can.

2) During the interview, keep in mind the topics listed on the form.

3) Toward the end of the interview, ask any questions which will help you fill in the form.

4) After the interview, fill in the blank spaces.

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INTERVIEW FACT SHEET

TITLE OF THE POSITION YOU'RE BEING INTERVIEWED FOR _____

ON-THE-JOB SKILLS AND TASKS _____

WORK CONDITIONS
(Will you work alone, or as part of a team? Will you work in an office? Are there dress requirements? What tasks will you work at most often? etc.)

WORKING HOURS
(Is overtime required? Do you have your choice of shifts?)

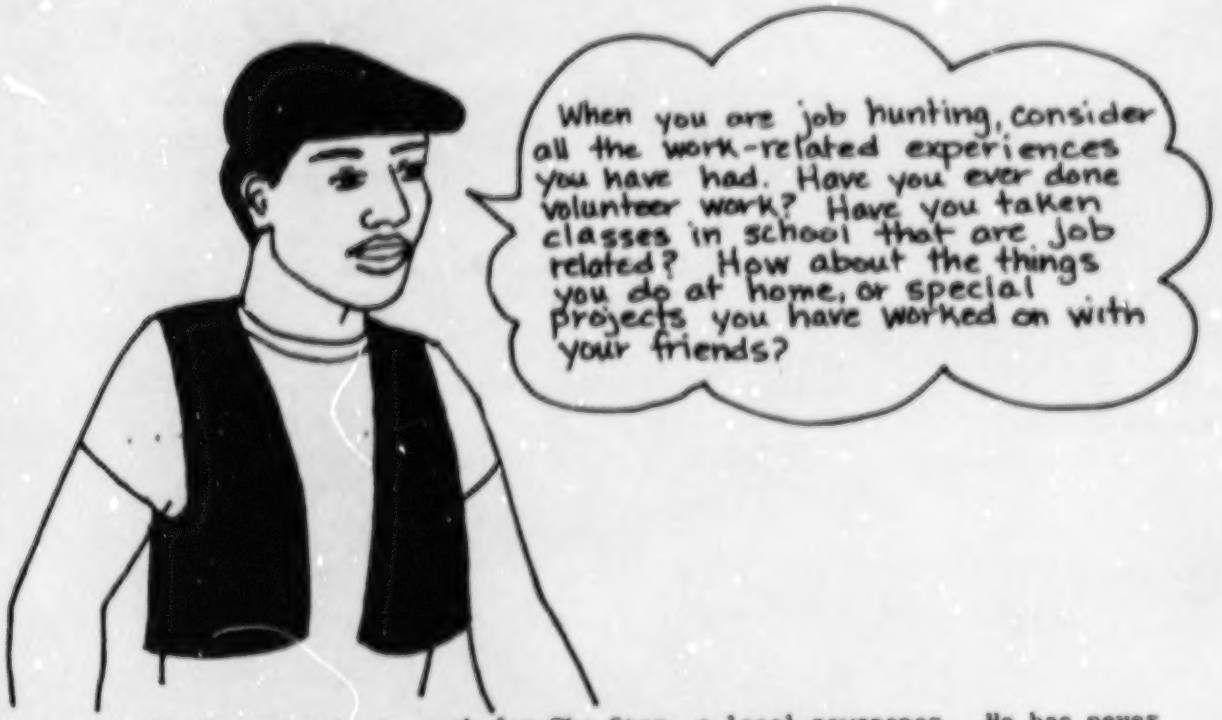
TRAINING REQUIRED _____

CHANCES FOR ADVANCEMENT _____

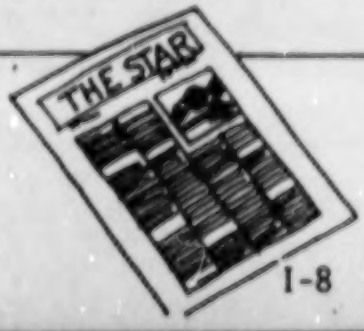
OTHER NOTES _____

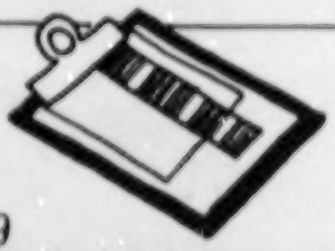
Be Positive, Be Prepared, Put Your Best Foot Forward

One problem you may encounter as you look for work is that employers often want to hire people with "experience only." Most young people looking for paid work have had little paid experience in the working world. THIS DOES NOT MEAN THEY HAVE HAD NO EXPERIENCE!


When you are job hunting, consider all the work-related experiences you have had. Have you ever done volunteer work? Have you taken classes in school that are job related? How about the things you do at home, or special projects you have worked on with your friends?

Andy Frome wants to work for The Star, a local newspaper. He has never worked for a community newspaper before, but the employer wants someone with experience. Andy has written articles for his school paper and he has taken journalism classes at school. He has also written "letters to the editor" which have been published in The Star. So even though Andy has never been paid for his work, he has had some experience in the newspaper field. When Andy writes his cover letter of introduction, he'll list all of these experiences and will include samples of his work. He'll emphasize the experience he has had, and say that he is eager to learn new things. When Andy goes for his interview, he'll bring along a copy of his school newspaper and examples of items he has written for journalism class. Andy will be putting his best foot forward.





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Nanita Martin applied for a job as a counselor at a children's summer camp. Nanita has four brothers and sisters, so she babysits often. She plays the clarinet in her high school band and is on the school swim team.

When Nanita first heard about the job, she was told that the camp was looking for people with "experience only." Nanita really wanted the job. She could have written a good cover letter emphasizing her experiences with child care, music, and sports. But because she'd never been paid to do any of these things, she didn't think of them as "experience." Instead, she panicked, and decided to lie. When she wrote her cover letter, she said she had been a counselor the summer before at a camp which didn't exist. Nanita never got called in for an interview.

Employers can often tell when you are making up a story. Even if Nanita had been hired, it would not have been long before everyone realized that she had never worked at a camp before.

Do not lie when you write your cover letter, fill out an application, or go for an interview. It's always safer to TELL THE TRUTH, even if you haven't had experiences which relate directly to the job you want. Sometimes, employers are more impressed with an enthusiastic attitude, which shows that you're willing to try hard, and to learn.

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Use the spaces below to write down some of the TRUTHFUL and POSITIVE things that Nanita could have said about herself in her cover letter.

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GET THE EXPERIENCE YOU NEED!

Sometimes an employer will not hire you unless you've had work experiences which are <u>directly</u> related to the job you want. If you are really interested in an occupation and you need experience in that field, GET THAT EXPERIENCE! Use the list of suggestions below to help you choose a way.

1) Do volunteer work at a place that is similar to the place you want to work at.
2) Ask your guidance counselor and workers in your community about "entry level" or "starting" positions in the field you're interested in. If you're willing to work your way up to more desirable positions, entry level work offers opportunities for advancement as well as experience.
3) Look for temporary work in the field you're interested in. Often, employers of temporary workers don't require any experience.
4) Find out if education can replace experience. Often, technical school and college courses can give you the "experience" you need.

ANSWERING TOUGH QUESTIONS

Sometimes, employers will ask questions you may not want to answer, like:

1) Have you ever been fired from a job?

2) Have you ever been arrested?

3) Why have you been unemployed for so long?

4) Have you ever been under psychiatric care?

5) Why have you had so many jobs?

Employers ask these questions because they want to hire someone who is dependable and responsible. And they want to know if YOU are dependable and responsible. Be prepared to answer these questions honestly so that your answers work for you, and not against you.

Explain your situation BRIEFLY. LEAVE OUT DETAILS. Then, explain HOW THE EXPERIENCE HAS HELPED YOU. Most people understand the value of learning from mistakes.

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When Randy Campbell was 18, he stole a bicycle from a high school parking lot, and was arrested. Now, Randy is twenty-one and is trying to get a job as a cab driver. When the employer asks if he has ever been arrested, Randy says "yes" and explains why. Then he goes on to say that he has never stolen anything since then, because he realizes how stealing affects other people.

An employer can respect a person who admits to mistakes, especially if this person is sincere in telling how the experience has had a POSITIVE affect.

A question like "Why have you had so many jobs?" can be answered honestly, and on a positive note.

Willard Cone explains, "When I first got out of school, I was willing to take any job that came along, whether I was interested in it or not. Those first job experiences helped me realize how important it is to work at a job that is meaningful to me. I think that this job would be very meaningful to me because...."

And a good answer to, "Well, Ms. Bronstadt, I see you've been out of work for a year and a half," might include an explanation like:

"At the time, I didn't need the money and I felt it was more important to spend time with my family" (or traveling, or studying music, or whatever she values). Then, Ms. Bronstadt should describe the kinds of things she learned as a result of these experiences.

If you think that some of your experiences might keep you from getting a job, think NOW about how you can present the situation in a positive way. Discuss these experiences with your teacher or counselor and USE THE REST OF THIS PAGE to write about these experiences as if you were talking about them to a future employer. Make sure you describe the GOOD THINGS that have happened as a result of these experiences.

BE PREPARED. BE POSITIVE.

PUT YOUR BEST FOOT FORWARD!

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ANSWERING QUESTIONS

At interviews, employers want to find out whether you'll be an asset to their businesses, agencies, or companies. They want to know whether you'll be the kind of worker they can depend on to do a good job. One way they find out what they want to know is by asking you questions.

When they do, take advantage of this opportunity to talk about **why YOU ARE THE RIGHT PERSON FOR THE JOB.**

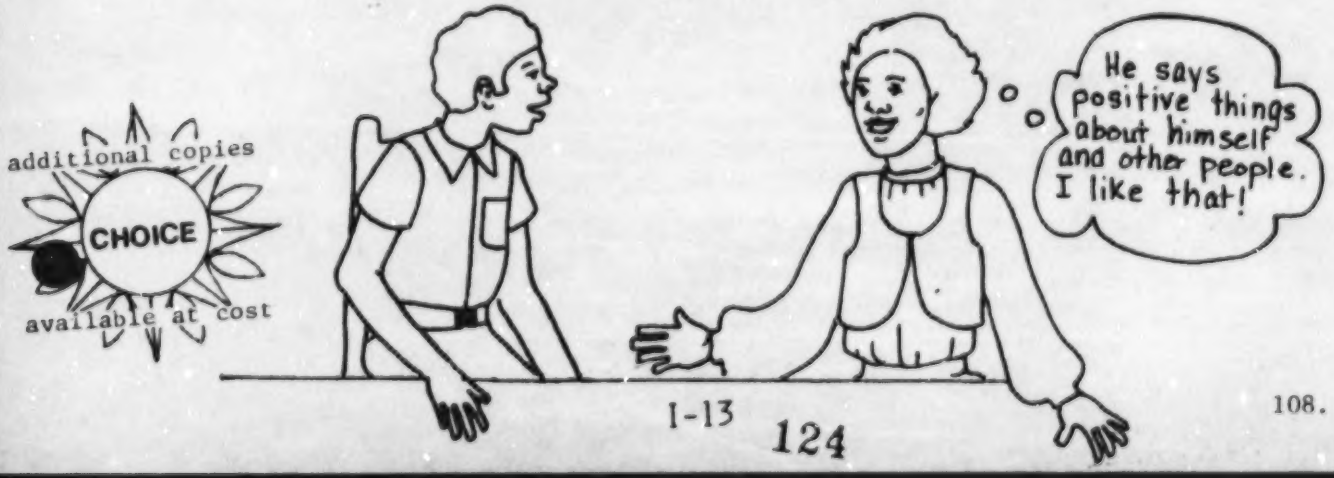
On the next few pages, you'll find seven "topic questions" in large print. Preparing answers to these questions will help you succeed at job interviews. The questions in small print beneath each topic question may help you answer the topic questions thoroughly.

1) Think about all of the questions.

2) Talk about the questions and possible answers with your family, friends, teachers, and guidance counselor.

3) Use the spaces provided to answer the topic questions. Use the sub questions to help you answer the topic questions thoroughly. This should prepare you well for the questions you'll be asked at an interview.

Answer the first four topic questions now. Once you have an appointment for an interview, you can prepare yourself to answer the last three topic questions.



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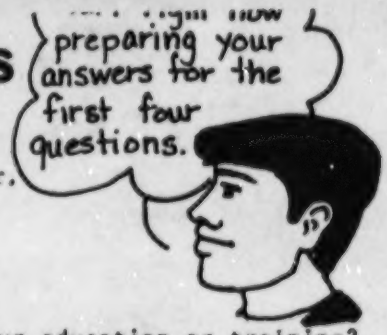
Topic Questions

Discuss your answers with your teacher or guidance counselor.



1. What kind of career do you want?

What are your career goals? Do you plan to further your education or training? Are you willing to do extra work in order to be promoted? What activities do you enjoy the most? What motivates you? Do you have any hobbies?

2. What kind of worker are you?

Do you prefer working on your own or with others? Do you work well under pressure? Can you follow directions well? Are you prompt? Are you trustworthy? Are you dependable? Are you prepared for prompt and regular attendance? How is your health? Will you make sure that outside pressures do not interfere with your job performance?

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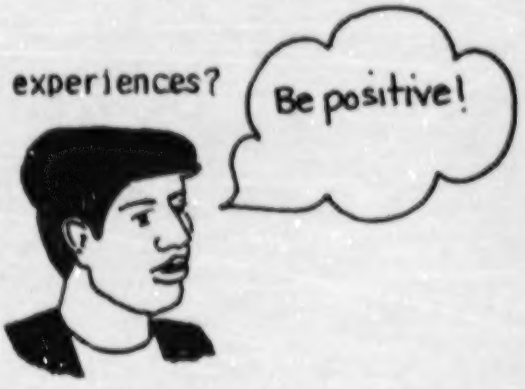
More Topic Questions

3. What about money and fringe benefits?

How much money do you expect to earn? How much money do you need to live on? Do you work only for the money? What are your thoughts regarding raises? How do you feel about vacations? Can you work overtime?

4. What have you learned from your past experiences?



Where have you worked before? When? What did you do? How much money did you make? Why did you leave your last position? Have you ever been laid off or fired? What did you learn from that experience? Have you ever been arrested? Will you make sure that this won't happen again?

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More Topic Questions

Prepare the answers to these once you have an appointment for an interview.

5. Why is this job important to you?

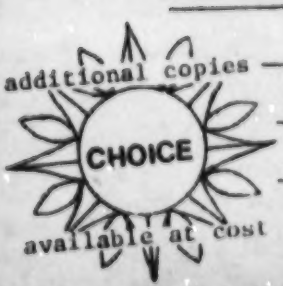
Why do you want this job? Why did you go into this field? What do you see as the disadvantages of this field? What do you like about this field?

6. Why do you want to work for this company?

How much do you know about the company? How do you think you would fit in with the company? How long would you stay with the company?

7. Why is this the job for you?

Why do you think you're suited for this job? What did you learn in school that will help you on this job? What special training or experience have you had that will help you on this job? What do you know about the actual job responsibilities? Do you think you can handle these responsibilities?



INTERVIEW QUIZ

Read each incomplete sentence in column A and choose the best answer from column B. The correct answers are listed upside down at the bottom of the page. Give yourself ten points for each correct answer.

COLUMN A

1) Dressing _____ will make a good first impression at an interview.

2) If you're going to be late for an interview, be sure to _____.

3) Even if you didn't get along with your last employer, don't _____.

4) A good way to show your enthusiasm and interest in a job is to _____.

5) When filling out job applications, it is best to _____.

6) One way to get experience in a job you're interested in is to _____.

7) An interviewer wants to know if you _____.

8) While answering interview questions, don't _____.

9) When you meet the interviewer, it's correct to _____.

10) One way to make up for a lack of experience is to show the interviewer that you _____.

COLUMN B

a) do volunteer work

b) shake hands

c) beg for the job

d) are eager to learn new things

e) give only "yes" or "no" answers

f) ask what the pay is

g) be honest

h) call

i) say negative things

j) appropriately for the job

k) are qualified for the job

l) ask questions about work responsibilities

m) offer the interviewer a cigarette

1)j 2)h 3)i 4)l 5)g 6)a 7)k 8)e 9)b 10)d

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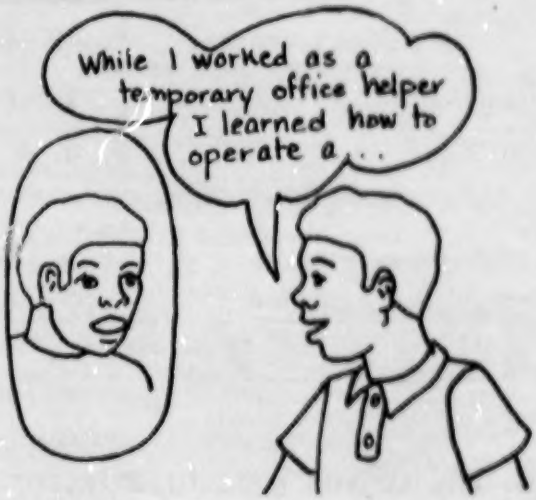
PRACTICE:

It's human nature to be nervous at job interviews, but job seekers who are prepared for interviews are more confident, and do much better at interviews than unprepared job seekers. The practice assignments described below will prepare you for successful job interviews.

1) Practice saying what you've written in answer to the "Topic Questions" on pages I-14 to I-16. Use a mirror and watch yourself as you speak. Use a tape recorder and listen to yourself. Keep practicing until you feel comfortable with your answers and good about yourself.



2) Ask someone with experience in interviewing to role-play a job interview with you. Use the "Employer's Script" on the next two pages. Ask your friend to listen carefully to your responses to the questions. Use a tape recorder to tape the practice interview. Listen to it together. Look for ways to improve. (If you have access to video equipment, use it. You'll learn a lot about how others see you.)

3) Have a "dress rehearsal." Dress appropriately (as if it were a real interview) and bring the papers you'll be needing. Practice again, and ask someone to observe you and fill out the "Interview Checklist" on page I-21.

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Employees Script

Use this script with someone who has had interview experience. Let your friend read the employers part (E). You will be the job seeker or "applicant" (A). Answer each question as well as you can. Your answers should be direct and "to the point."

E: EMPLOYER (INTERVIEWER)

A: APPLICANT

E: Hello,_____. Come in and sit down.

A: _____

E: Your resumé is very interesting.

A: _____

E: (Ask one or two of the questions below.)

Why do you want this job?
Why did you go into this field?
What do you see as the disadvantages of this field?
What do you like about this field?

A: _____

E: (Ask one or two of the questions below.)

How much do you know about the company?
How do you think you would fit in with the company?
How long do you plan to stay with the company?

A: _____

E: (Ask one or two of the questions below.)

Why do you think you're suited for this job?
What did you learn in school that would help you on this job?
What training and/or experience have you had that would help you on this job?
What do you think a person does in the job you're applying for?
Do you think you can handle the job?

A: _____

E: (Ask one or two of the questions below.)

What kind of work do you see yourself doing five years from now?
What is the most important aspect of any job for you?
Do you have plans to further your education or training?
What are your thoughts regarding promotions?
Do you have any hobbies?
What kinds of activities do you enjoy doing in your free time?

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Employer's Script
p.2

E: (Ask one or two of the questions below.)

Do you prefer working on your own or with others?
Do you work well under pressure?
Can you follow directions well?
Are you prompt?
Are you trustworthy?
Are you dependable?
Do you consider yourself easy to get along with?
How is your health?
Do outside pressures interfere with your job performances?

A: _____

E: (Ask one or two of the questions below.)

How much money do you expect to earn?
How much money do you need to live on?
Do you work only for the money?
Do you expect to be earning raises in pay?
How long a vacation do you expect to earn?
Will you work overtime as often as possible?

A: _____

E: (Ask one or two of the questions below.)

Where have you worked before? When? What did you do? How much money did you make?
Why did you leave your last position?
Have you ever been fired?
Have you ever been arrested?

A: _____

E: Do you have any questions?

A: _____

_____

_____

E: I'll be interviewing other applicants for the next few days. I'll let you know next week about the company's decision.

A: _____

Interview Checklist

Many employers use checklists like this one to rate job applicants' interview performance. Have a "dress rehearsal" or "mock interview" with someone with interview experience. Ask your friend to rate you. Use this rating sheet to learn about yourself. Which of your interview skills needs improvement?

Asking Questions: The applicant

_____showed interest in understanding about the job.

_____showed prior research.

_____asked too many questions.

_____didn't ask enough questions.

Other comments: _____

_____

_____

Answering Questions: The applicant

_____listened well.

_____presented positive information.

_____spoke clearly and loudly enough.

_____talked too much.

_____didn't talk enough.

Other comments: _____

_____

_____

Appearance and Behavior: The applicant

_____dressed appropriately.

_____spoke with respect.

_____brought necessary papers (working papers, birth certificate, references and resumé, Social Security card, writing pad and pen).

Other comments: _____

_____

_____

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Interview Follow-Up: Keep Learning

After each interview you go to, ask yourself these questions:

1) What seemed to interest the employer most about what I said?
2) Did the employer seem offended by anything I said?
3) Did I learn all I need to know about the job?
4) Did I tell the employer all I wanted him/her to know about me?
5) How can I prepare for a more successful interview next time?

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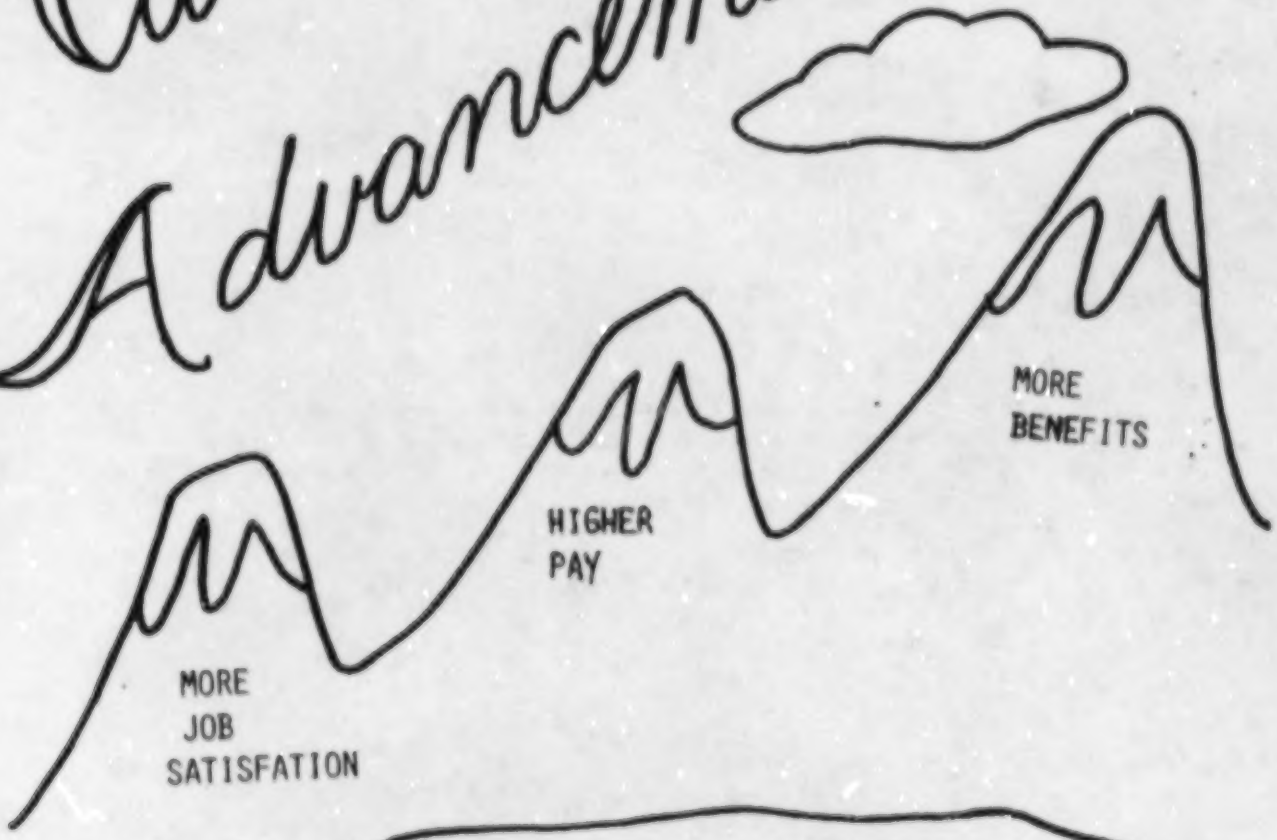
Career Advancement



GREATER WORK RESPONSTBILITIES

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Career Advancement often means greater responsibilities, more job satisfaction, higher pay, and more benefits. Get familiar with Career Advancement Skills now, and put them into action whenever you can. The rewards of Carear Advancement are worth the effort!

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CAREER ADVANCEMENT

When you practice Job-Keeping Skills until they are habits, you'll have a good start toward CAREER ADVANCEMENT!

Use resources to find out what you need to know.

Be careful about attendance and dress.

Show consideration of other workers.

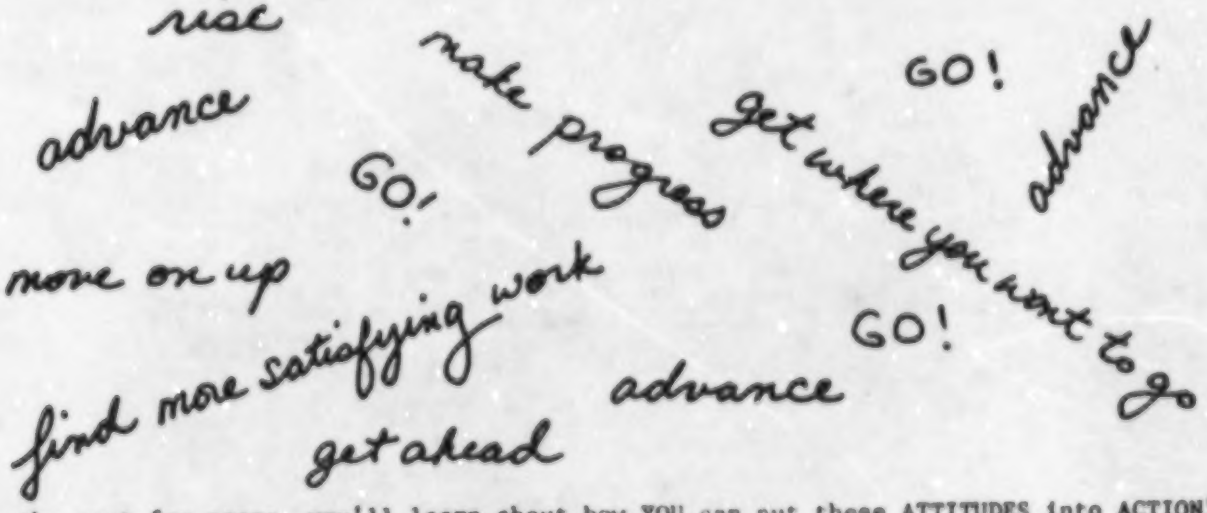
Do your best, and check your work.

ATTITUDES AND ACTIONS

Know Job-Keeping Skills and practice them too.
This will surely be rewarding to you.
A job well done can give you lots of satisfaction,
And makes you ready to put CAREER ADVANCEMENT steps into action.

The things that all workers should learn to show
If they want their careers to successfully grow
Are ACTIONS based on CAREER ADVANCEMENT ATTITUDES.

CAREER ADVANCEMENT usually comes to those who are eager to do the best they can, who are cooperative and helpful, who show that they want to learn more about their work, and who are willing to take on new responsibilities. These work attitudes lead to the actions which can help you to advance.



On the next few pages, you'll learn about how YOU can put these ATTITUDES into ACTION!

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TAKE INITIATIVE!

(Do your job without waiting to be told.)

Before you can show INITIATIVE on the job, you must know what your responsibilities are. Always ask if you're not sure. It's also important that you know the responsibilities of others. It's not a good idea to do other people's work unless they ask you for help, or your supervisor asks you to. So...

When you're finished with your own routine of work tasks,
Find out if someone else needs help; it never hurts to ask.
If you really want to get work done, your supervisor will see
That you're willing to take on new responsibility.
Now, more responsibility may lead to more work satisfaction,
Which is a reward for **CAREER ADVANCEMENT** attitudes and actions.

Use the spaces below each cartoon to describe how the workers shown can take initiative in their working situations.

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SHOW A SPECIAL INTEREST IN YOUR WORK

When you show a special interest in your work, the INTEREST shows IN YOU!

If you want to make "learning more" a goal of your own,
You can get extra schooling, or do reading at home.
You can talk about work with co-workers at lunch,
Or attend conferences where people meet by the bunch.
All of these steps show that you've got what it takes
To make CAREER ADVANCEMENT a part of what makes
YOU a SUCCESS.

GET MORE TRAINING

Education continues to help you after you find work. Many employers will pay you to take courses to learn more about the work you do, including new techniques. This is one path to CAREER ADVANCEMENT. When you know more about what you do, you're a more valuable employee. Employers know that people who understand their work are usually the ones who do better work. And if you take steps to learn more, you're putting CAREER ADVANCEMENT steps into action.

Of course, all employers don't pay their employees to go to school. But don't let that stop you. You can also take courses on your own at COMMUNITY COLLEGES, LEARNING CENTERS, TECHNICAL SCHOOLS, or at home with CORRESPONDENCE COURSES.

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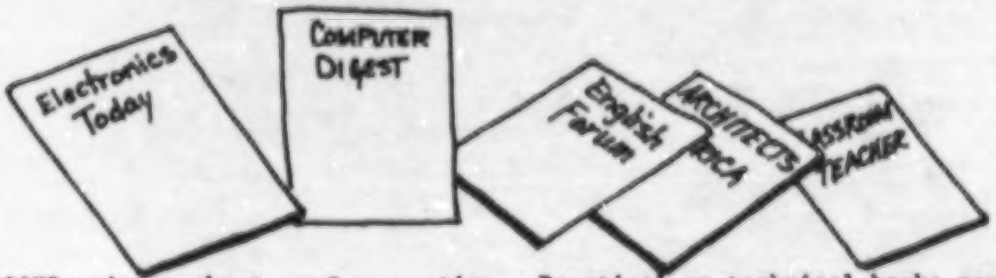
SHOW YOU'RE INTERESTED

READ

Reading will give you a better understanding of your career field.

Read TRADE MAGAZINES. Trade magazines usually feature many aspects of one occupation or field of occupations. They include articles about new discoveries, techniques, and stories about people who work in the career field. They also include help wanted and position wanted ads.



Read BOOKS written about your occupation. Practical or technical books may help you do your work tasks. Others may simply help you become familiar with your field of employment.

Read PAMPHLETS, MANUALS, and other materials you see at your work place.

Don't forget to use the library!

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INTEREST IN YOUR WORK

ATTEND CONFERENCES

Conferences are large gatherings of people who want to share what they know. At a conference, you can talk to many different people about your field of work. So if you find out about a conference you'd like to attend, let your supervisor know. This will show that you're interested in learning more AND that you're willing to take on more responsibility.

GET TO KNOW WHAT CO-WORKERS ARE DOING

Lunch breaks are often good times to talk about work-related experiences with others. Informal meetings with co-workers and other workers in your field are chances to exchange information and ideas, and to learn about other people's responsibilities. Talking with other workers will also help you see how your own job is part of a large career field or cluster.

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USE RESOURCES

Make use of your JOB-GETTING skills to find more satisfying work in your field or in a related field.

A QUICK REVIEW:

TALK WITH PEOPLE

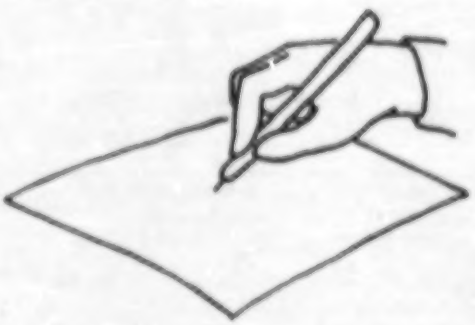
Community members in all occupations
Friends and relatives
Guidance counselors
Teachers
Job counselors at public and private employment agencies

READ

Bulletin boards
Civil Service announcements
Microfiche
Trade magazines
Maps
Newspapers (want ads)
Pamphlets
Reference books (atlases, dictionaries, encyclopedias)
Telephone directories

GET EXPERIENCE

Write away for information about occupations that interest you.
Place position wanted ads.
Answer ads by telephone.
Take aptitude tests.
Keep an up-to-date resumé.
Fill out job applications.
Write cover letters (inquiry and answer).
Go on job interviews.



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Check It Out

Here's your chance to check out what you've been reading about CAREER ADVANCEMENT.

First, make an appointment to interview someone who has advanced in a career field. This person can be a friend, relative, teacher, or anyone else in your community who has made CAREER PROGRESS. Ask questions that will help you fill in the blanks below.

Present job title or position _____

First position you held in this field _____

How are these jobs different? _____

_____

Now ask the person, "What steps did you take to advance to your present position?" Check off the items listed below as soon as they're mentioned. Use the spaces below the checklist to describe any other steps the person has taken to advance.

CAREER ADVANCEMENT CHECKLIST

Were you ☐ careful about attendance and dress?

☐ helpful to other workers?

☐ careful to do good work? (Did you check your work?)

☐ willing to take on new responsibility?

Did you ☐ make sure you understood your tasks before you began working?

☐ show special interest in your work? (Did you get extra training, read on your own, talk with other workers about their jobs, or go to conferences to learn more about your field?)

☐ ask for a raise?

☐ use resources to find other employment opportunities?

Other steps _____

_____

Now, go back over the checklist. Ask about each item which was not mentioned. (We're betting that by the end of the interview, you'll have checked off most of the boxes.)

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HAVE CONFIDENCE

ASK FOR WHAT YOU'RE WORTH.

If you practice CAREER ADVANCEMENT skills like:

practicing job keeping skills until they are habits,

taking initiative on the job, and

showing a special interest in your work,

you are putting CAREER ADVANCEMENT attitudes into action. You may be worth more than you are being paid.

Have confidence in yourself. Ask for a raise by describing what you've done to put CAREER ADVANCEMENT skills into action.

If you get the raise, you'll be rewarded with more money. If you don't get it, listen carefully to the reasons. You may learn something about yourself. Maybe you need more practice in CAREER ADVANCEMENT skills. You may also learn something about your work place. Maybe it's not the kind of place where people can advance easily. You may want to look for another job in a place where CAREER ADVANCEMENT is more of a possibility.

In that case, read about JOB CHANGES in the next section of this book.

....BE PREPARED FOR

JOB CHANGES !

You may be well-trained for a job, and you may be happy with your work, but sometimes, even the most qualified people find themselves out of work because of circumstances beyond their control.

In the past, the average working person chose one occupation and made it into a life-long career. A son often did the same work as his father, grandfather, and great grandfather. It was practical for a young person to learn a trade from a parent or craftsperson in the community. Learning from a skilled worker in the community insured that skills were passed on from generation to generation so that there were always knowledgeable and capable people in every profession.

Novadays, old jobs are "phased out" and new jobs are created each year. People who expect to work at one occupation for the rest of their lives often come up against serious obstacles. In fact, the average person can expect to change jobs several times during a lifetime. So people who are flexible and able to adapt to change have the greatest chances for success. Mastering general work readiness and employability skills will help make you flexible, and will prepare you to make rewarding job changes.

When Change Is Not Your Choice

LAY OFFS

If you are asked to leave a position, find out why. Sometimes employers must let workers go because they can't afford to pay them. This is called "laying off" workers. Layoffs are often temporary, and may last only until the employer can afford to re-hire workers again. Sometimes, though, layoffs are permanent. If you are laid off, ask your employer for a letter of recommendation. This will help you get a new job.

UNEMPLOYMENT INSURANCE

If you are laid off, you'll be able to collect unemployment insurance benefits. Unemployment insurance payments are not equal to your working wages; usually, payments are about half of your working pay. The government sets a limit on how much unemployment insurance you can collect. While you're receiving unemployment benefits, it's your responsibility to look for work.

BEING FIRED / QUITTING

If you are fired from a job because of your unsatisfactory work habits, you will probably not be eligible for unemployment benefits. Sometimes, employers may give employees the opportunity to resign or quit their jobs instead of being fired. Even if you quit a job, you will probably not be eligible to receive unemployment insurance. But you should always apply for this insurance. After you apply, a claims examiner from the unemployment service will study your individual case to determine whether or not you are eligible.

If you feel that you've been fired unjustly, discuss your objections with your employer. Explain your side of the story to your employer, but avoid name-calling and accusations. It's important to stay on good terms with your employer if you can. Remember that in the future, your present employer may be asked about your work by someone interested in hiring you.

If your employer is not cooperative, you can take other actions to help yourself. If you belong to a union, contact your union representative. If you don't belong to a union, contact the Personnel, Affirmative Action, or Human Rights offices in your county. These are organizations designed to protect your rights. The people working for these organizations may be able to help you directly or they may send you to another organization which can help you.

Before resigning from a job because of personal problems, do everything possible to solve your problems. Ask your employer for help, if you feel comfortable doing that. Don't quit because of a personal problem until you've done everything in your power to solve it. Quitting a job should be your last resort.

Choosing To Change

GIVE NOTICE

Before you choose to leave a job, make sure that you have a clear understanding of your reasons for wanting a change. When you know what kind of job you don't want, you'll be able to avoid making the same mistake when choosing your next job. Once you know what kind of work you are looking for, give yourself plenty of time to find it. Visit employment agencies, read about job opportunities, make phone calls, and send cover letters and updated resumés to likely employers.

Before you leave your present position, it's your responsibility to "give notice." Giving notice means telling your present employer that you'll be leaving. It's a way of helping your employer to prepare for the changes that your leaving will cause. Failure to give notice usually causes bad feelings, and may result in a poor recommendation from your employer. And a bad recommendation may keep you from getting a job you really want some day, so ALWAYS GIVE NOTICE. It's important to stay on good terms with your employer if you can.

So, whether you CHOOSE TO CHANGE, or the CHANGE IS MADE FOR YOU.....

HOW CAN YOU PREPARE FOR A CHANGING FUTURE?

1) Know your own values, needs, and abilities. Think about what is important to you, your likes and dislikes, your strengths, and weaknesses. Review your experiences. What are you looking for in a working situation?

2) Know about the working world. Use resources like your own experience, other people (like friends, relatives, employment counselors) and reading resources (like trade magazines, newspapers, yellow pages, school catalogues).

3) Make decisions and take positive steps toward what you want. Base your decisions and actions on what you know about yourself and the job market.

4) Be prepared to change your plans and even your direction along the way.

5) Be open to new areas of employment and training. You may find that a completely new field of employment will be most rewarding to you.

It's Important

Circle "T" or "F" to indicate whether each statement is True or False.

T F 1. Layoffs are sometimes temporary.

T F 2. "Giving notice" means telling your employers that you won't be working for them any more.

T F 3. It's important to stay on good terms with your employer.

T F 4. Quitting your job should be your last resort to solving personal problems.

T F 5. Failure to give notice may result in a poor recommendation from your employer.

T F 6. If you are laid off, you will be eligible to collect unemployment insurance.

All statements are true.